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ABSTRACT

This handbook is intended to help adult education, community and junior colleges, community education, and park and recreation agencies develop effective interagency cooperative programs to provide more and better services at all levels. It includes the national joint position statement of the National Joint Continuing Steering Committee (NJCSC) and descriptions of national associations. The Perspectives section contains articles on the NJCSC, community education, and interagency cooperation. The lead article, "NJCSC: The Past and the Future," portrays the history of the national joint committee. Six other papers give candid and thoughtful insights as to the committee's accomplishments, successes and failures, and the outlook for the future. A state information survey report gives an assessment of the current status of state-level interagency cooperation. The case studies section of the handbook is divided into three parts. The first part documents case studies identified by emphasis--the discipline of the principal facilitator of the respective local or state-level project. The second part relates to state-level governmental agencies involved in some aspect of a cooperative-coordinated action program. The third part includes a potpourri of exemplary models of cooperative projects, entitled "Briefs." Appendixes include a roster of NJCSC staff and representatives and a bibliography. (YLB)

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A National Initiative on Interagency Cooperation

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THE ULTIMATE—TO SERVE II

National Joint Continuing Steering Committee on Community Education

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A National Initiative
On Interagency Cooperation

THE ULTIMATE—TO SERVE II

National Joint Continuing Steering Committee
On Community Education

Edited by Members of the National Joint Continuing Steering Committee on Community Education

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Kent J. Blumenthal
Managing Editor

Published by
National Recreation and Park Association
NJCSC Project Coordinator
1601 North Kent Street
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DEDICATION

ROBERT M. ARTZ

1931-1979

Robert M. Artz was a founder of the National Joint Continuing Steering Committee on Community Education and was a National Recreation and Park Association representative to that national interagency committee. Robert Artz set an outstanding example as a recreation professional throughout his career as a leader in the park and recreation movement. As an executive of the National Recreation and Park Association, he exerted a tremendous influence on the National Joint Continuing Steering Committee and its representatives. He continually emphasized and stressed the importance of citizen involvement and interagency cooperation to maximize the delivery of recreation and other human services to the community at large. Through his vision and leadership, the individuals and organizations of the National Joint Continuing Steering Committee were afforded the opportunity to further develop avenues of understanding and cooperation between and among themselves. We continue to be committed to the high ideals and standards which were established for us by Robert Artz, our friend and colleague. This publication is dedicated to the memory of Robert M. Artz.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the Charles Stewart Mott Foundation for their continued financial support of the National Joint Continuing Steering Committee on Community Education since its inception. Further, the past efforts of two NJCSC members, Dr. Diana Dunn and NJCSC Chairperson Constance McAdam, are also sincerely appreciated. These individuals had served on this national joint committee both diligently and conscientiously since 1974. Their persistence and dedication are largely responsible for the final development of this publication.

Special thanks also to Larry Stein of Medigraphics (Mt. Holly, New Jersey) for the cover illustration and to Ed Pratt (Alexandria, Virginia) who assisted in the final editing of portions of this publication.

The National Joint Continuing Steering Committee on Community Education representing:

- Adult Education Association/USA (AEA/USA)
- American Association for Leisure and Recreation (AALR)
- American Association of Community and Junior Colleges (AACJC)
- National Association for Public Continuing and Adult Education (NAPCAE)
- National Community Education Association (NCEA)
- National Recreation and Park Association (NRPA)

This publication has been developed by the NATIONAL JOINT CONTINUING STEERING COMMITTEE ON COMMUNITY EDUCATION (NJCSC) and made possible by a grant from the Charles Stewart Mott Foundation to the National Recreation and Park Association, the NJCSC Project Coordinator.

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PREFACE

Planning, development, and delivery of broad comprehensive community services to meet the needs and demands of all our citizens requires communication-coordination-cooperation between and among community service agencies.

Interagency cooperation and the multi-agency approach to community education and problem solving have become key ingredients for improving and expanding these services in a time of dwindling financial resources in the public sector.

The National Joint Continuing Steering Committee on Community Education, representing the Adult Education Association/USA, the American Association for Leisure and Recreation, the American Association of Community and Junior Colleges, the National Association for Public Continuing and Adult Education, the National Community Education Association, and the National Recreation and Park Association, is indebted to the Charles S. Mott Foundation for providing the financial support to prepare and distribute this joint handbook, as well as its predecessor, *The Ultimate–To Serve*.

The Ultimate–To Serve, printed in 1976, provided several guidelines and sources which sought to bring about effective interagency cooperation, including state guidelines, community guidelines, training guidelines, curriculum guidelines and legislative guidelines. This new publication expands on that initial effort, whereas it recounts the progress made since then. *The Ultimate–To Serve II* includes case studies, the national joint position statement, association descriptions and articles, state interagency status reports, a bibliography, and other information. It is the hope of the NJCSC that through this publication, adult education, community and junior colleges, community education and park and recreation agencies will develop effective interagency cooperative programs to provide more and better services at all levels.

NATIONAL JOINT POSITION STATEMENT

The Adult Education Association/USA, the American Association for Leisure and Recreation, the American Association of Community and Junior Colleges, the National Association for Public Continuing and Adult Education, the National Community Education Association, and the National Recreation and Park Association jointly share a variety of common goals and objectives in conjunction with their efforts to effectively serve the needs of the total community.

One overall common goal shared by these six organizations is to mobilize available community resources to provide services that offer opportunities for education, recreation and social services to citizens of all ages, in order to cultivate and enhance the human and environmental potential of our society.

We recognize the urgency of jointly developing, improving and expanding effective interagency cooperation and working relationships if common goals are to be attained, and it is further recognized that if the total community is to be served in the most efficient manner, these interagency efforts must be successful.

We jointly recommend that all communities and states engaged in community education establish a strong formal system of interagency communication, coordination, and cooperation between and among education, recreation and park, and other community service systems. This would provide for the joint planning, development and operation of programs, facilities and services and would aid in preventing duplication.

NATIONAL ASSOCIATIONS' DESCRIPTIONS

. . . Who we are, what we are, and why we exist; our goals, objectives and functions . . .

- Adult Education Association/USA
- American Association for Leisure and Recreation
- American Association of Community and Junior Colleges
- National Association for Public Continuing and Adult Education
- National Community Education Association
- National Recreation and Park Association

INTRODUCTION

National Joint Continuing Steering Committee on Community Education

The formation of the National Joint Continuing Steering Committee on Community Education (NJCSC) was a direct result of the 1974 "Super Seminar" held in Flint, Michigan. This seminar brought together 65 professionals, students and interns from the fields of parks and recreation and community education to meet, identify and discuss areas of agreement between them, and to identify those areas of cooperation in which they could work more closely for the benefit of local citizens and communities.

Funded since 1975 by the Charles S. Mott Foundation through NRPA (NJCSC project coordinator), the committee has grown to include the interests of adult education and community and junior colleges, as well as community education and parks and recreation. Committee membership currently consists of representatives from the Adult Education Association/USA, the American Association for Leisure and Recreation, the American Association of Community and Junior Colleges, the National Association for Public Continuing and Adult Education, the National Community Education Association, and the National Recreation and Park Association.

Major goals of the committee were to encourage local and state level interagency planning and development of community multi-use facilities, and to encourage all allied organizations to involve their professionals in local, state and national conferences. A heavy emphasis was placed on the development and facilitation of statewide joint committees fashioned after the national joint committee.

Various projects were instituted during the four-year history of the NJCSC in order to realize those goals. Joint programs were held at each association's national and state conferences; information and articles were exchanged through the publications of each of the associations; regular committee meetings were held throughout the country to maintain ongoing communication between the member organizations; joint publications were developed and disseminated to the membership of each organization; the NJCSC representatives assisted in instituting state level joint committees; and a staff-research assistant was retained to assist the committee in its tasks.

During 1978-79 several specific projects were undertaken, as follows:

1. Two full committee meetings were held (Phoenix, Arizona and St. Louis, Missouri) while several subcommittee meetings throughout the year were also convened at NRPA headquarters in Arlington, Virginia.

2. An "Interagency Cooperation" newsletter supportive of the NJCSC was produced by the American Association of Community and Junior Colleges for their membership.

3. NJCSC representatives made presentations at several state and national adult education, community education, and park and recreation conferences, which included the states of Alabama, New York, Oregon, Missouri and Illinois.

4. An analysis of the state level joint committees for interagency cooperation was made with the help of a survey developed by the NJCSC.

5. Technical assistance for the NJCSC was coordinated and directed by the staff-research assistant at NRPA headquarters.

6. A combined NJCSC exhibit was developed and displayed at several state and national association conferences.

7. The development of this special NJCSC publication which includes exemplary models of interagency cooperation.

In view of the completion of their goals and project objectives, the committee decided at their September 1978 St. Louis meeting not to pursue further foundation funding for the committee for FY 1979. The decision not to continue in its present form was unanimous. It is anticipated that the Washington, D.C.-based staff of each of the associations will meet periodically to discuss current issues of community education and interagency cooperation to enhance the principles and goals of the NJCSC.

Adult Education Association of the United States of America
810 Eighteenth Street, N.W.
Washington, D.C. 20006

The Adult Education Association of the USA is the national association for individuals and institutions concerned with the education of adults. Members from around the world represent all facets of the field: business, broadcasting, community, extension and evening colleges; government; correctional, health and social welfare agencies; media; the arts; religion; university continuing and extension education; and many more.

AEA/USA was founded in 1951. Its members are in the mainstream of adult education, as practitioners and professors, as citizens and adult learners.

Serving as the principal voice of American adult education, the AEA/USA embraces the goal of increased lifelong learning opportunities for all citizens. As stated in the Preamble of the Constitution, the Association exists: "in the belief that only a vigorous, informed and democratically vigilant people can remain free—in the recognition that among a free people, learning for every citizen must be a process continuing throughout life—in the understanding that the capacity to perfect skills to enrich living, and to increase social understanding, and effectiveness is ever present in human beings—in the knowledge that adults through education must seek continuously new and better ways to achieve these ends and ideals—We, who share these convictions, seek to build a stronger adult education movement through this Association."

American Association for Leisure and Recreation
(An Association of the American Alliance for Health, Physical Education, Recreation, and Dance)
1201 - 16th Street, N.W.
Washington, D.C. 20036

The American Association for Leisure and Recreation (AALR) is a voluntary professional organization dedicated to improving the quality of life through development of school, community and national programs of leisure services and recreation education.

The intelligent use of leisure time and the acknowledgement of its importance to the citizenry is one of society's greatest challenges. AALR is meeting this challenge through improving communication between theoretician and practitioner, professional and lay public, school and community, and among organizations having an interest in leisure and recreation. In addition, a primary AALR program goal is the monitoring and dissemination of information on key issues, events and ideas that effect the profession. AALR hopes to nurture the formulation of a philosophy of leisure in curriculum development and professional preparation, and to create opportunities for professional growth of its members so they are better prepared to face challenges of the profession and interpret the profession to others.

One of seven organizations in the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), AALR unites over 7,000 educators, administrators, practitioners and students in a common commitment to improve leisure life styles and recreational opportunities for all.

American Association of Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

The American Association of Community and Junior Colleges is a national nonprofit professional organization whose mission is to advance community-based postsecondary education. Membership includes some 900 community, junior and technical colleges operating in the U.S. and Canada, as well as individuals who are affiliate members. The Association was organized in 1920.

AACJC pursues its mission through the following principal means:

- A vigorous governmental affairs program aimed at insuring that federal legislation and programs contribute to support of community-based education.
- A community education center which works with other national, state and local agencies in developing appropriate community-level services without duplication and confusion.
- A national communications effort that seeks to focus attention on issues, problems and successes in the community and junior college arena.
- A variety of projects, supported by private foundations and government agencies, directed toward strengthening and expanding programs, management, counseling and teaching in two-year colleges.
- A program of conferences, workshops and a national convention to allow for exchange of ideas and information that will facilitate programming in community colleges.

The Association maintains its headquarters in Washington, D.C. An elected Board of Directors provides national policy-making direction. Councils of interest groups within the member colleges are affiliated with the national organization to insure involvement of a cross-section of persons in community colleges. The Association publishes a magazine, the *Community and Junior College Journal*, eight times yearly.

National Association for Public Continuing and Adult Education
1201 - 16th Street, N.W.
Washington, D.C. 20036

The National Association for Public Continuing and Adult Education (NAPCAE) was founded in 1952 and has maintained its headquarters at its present location throughout its history. Its broad purpose is defined in its Constitution as follows: "The purpose of the Association shall be to give leadership to the development and implementation of public continuing and adult education. The Association shall not engage in any activity which would be inconsistent with the status of charitable educational association as defined in Section 501 (c) (3) of the Internal Revenue Code of 1954 and any successor thereto."

Membership in NAPCAE is open to anyone who supports the purpose of the Association. Emphasis is on publicly supported adult and continuing education programs in such institutions as elementary, junior and senior high schools, post-

secondary institutions (technical institutes, community colleges, extension and other outreach programs); and government agencies—federal, state and local.

Cooperation with various agencies and organizations is a hallmark of NAPCAE's operational philosophy. Located in the headquarters building of the National Education Association and able to relate to the various groups located there, NAPCAE is also a charter member of the Coalition of Adult Education Organizations and has an affiliate relationship with more than forty national, regional and state organizations. Within its own structure there are three national councils: the National Council of State Directors of Adult Education, the National Council of Urban Administrators of Adult Education, and the NAPCAE Council of Affiliates.

Implicit in NAPCAE's mission is the strong belief that available resources can be more nearly maximized in direct proportion to the extent that adult educators work cooperatively in as wide a spectrum as possible with other individuals and groups that are also providing human services.

National Community Education Association
1030 - 15th Street, N.W., Suite 536
Washington, D.C. 20005

The National Community Education Association was founded in 1966 to promote community education in the United States. Membership in the Association now includes members from every state, all U.S. possessions, and Canada.

The Association has a strong voice in Congress and works with the appropriate government agencies at all levels—national, state, county and local—to encourage adequate support for community education processes and programs. NCEA believes that professional educators and interested citizens can work together effectively for the benefit of all.

There is also regional organization of the Association for purposes of streamlining elections, coordinating workshops, disseminating information, and eliciting leadership and developmental input from the grass roots.

NCEA serves as a valuable source of new ideas for those who want to help make community education in their area as vital as possible. A strong cooperative relationship with state associations is important to both the states and NCEA in unifying support for, and addressing the needs of community education in all areas. Without this bond, community education cannot develop to its fullest extent.

NCEA's goal is to help each local area develop community education that is meaningful and responsive to its own needs by combating the fragmentation of services and enhancing the quality of community life and education for all citizens.

The National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

The National Recreation and Park Association is the independent voice of the park and recreation movement in the U.S. and Canada. Because leisure programs and environments are indispensable to the well-being of a nation and its citizens, NRPA is dedicated to the improvement of park and recreation leadership, programs and facilities everywhere. The Association seeks to build public understanding of this important human mission.

NRPA traces its roots to 1898 when the New England Association of Park Superintendents was founded in Boston, Massachusetts. It took its present form in 1965 through merger of major professional and citizen organizations.

Association services now reach public, private, voluntary, industrial, church, hospital and commercial agencies and individuals administering more than 65,000 indoor and outdoor park and recreation assets and encompassing millions of acres of publicly owned land and thousands of private facilities.

Association membership in the United States, Canada and abroad includes professionals in many disciplines, students and interested citizens.

Policy for the organization is set by a Board of Trustees representing both the profession and the public interest, but all members are provided opportunities to participate in the formulation of policy and program.

To give members the maximum opportunity for involvement, the Association has seven branch organizations. In addition, more than 60 state and regional organizations are affiliated with NRPA and provide a chance to be active at the local, state and regional level. NRPA encourages joint membership in both the national and state affiliate.

NRPA employs a staff experienced in all areas of parks and recreation at its national headquarters, and maintains current information on methods, techniques and research to help individual members and agencies.

NRPA operates regional service centers in Sacramento, California; Chicago, Illinois; Hartford, Connecticut; Colorado Springs, Colorado; and Atlanta, Georgia. Regional staff help develop local and state programs and services through consultation and technical assistance to individual members, affiliate organizations, municipalities, counties and states.

PERSPECTIVES

. . . Articles on the NJCSC, community education and interagency cooperation by leading professionals and authorities in our allied fields . . .

The lead article, entitled "NJCSC–The Past and The Future" portrays the history of the national joint committee. The other authors' papers in this section give candid and thoughtful insights as to the committee's accomplishments, successes and failures, and the outlook for the future.

NJCSC: THE PAST AND THE FUTURE

The National Joint Steering Committee had an illustrious past but in and of itself has neither present nor future with which to be immediately concerned. Rather, the future of cooperative efforts between the members of the committee most likely lies in the hands of the state and local constituencies. It is at this level that the real test of cooperation will be demonstrated and by which the ultimate evaluation of the effectiveness of the National Joint Continuing Steering Committee will be measured.

History

The committee came into being on February 6, 1974, as an outgrowth of "Super Seminar '74." The initial meeting consisted of a three-day sojourn at the Camelot Inn, near the O'Hare Airport in Chicago, Illinois. To say that the meeting was successful would require stretching the definition of "success" a long way. However, three very diverse groups (the National Recreation and Park Association, the National Community Education Association and the American Association for Leisure and Recreation) came together and began communicating after a very stormy initial day. Late in 1974 the group met at the Holiday Inn Hotel for a brief meeting in Denver, Colorado. At this time it was decided that the next three meetings would be held in conjunction with the next three national conventions of the associations. This would hopefully accomplish two ends. First, the members of the committee could become familiar with each other's professional associations through their convention, and second, a presentation could be made at the convention that would set a tone for the future development of the committee. On October 23 and 24 the committee met at the Convention Center in Dallas, Texas, with the NRPA National Congress. The first presentation to the convention was made and reasonably well received. A short time later in early December of 1975, the meeting was held at the Netherland-Hilton Hotel in Cincinnati, Ohio, in conjunction with the National Community Education Association. Once again, although attendance at the convention program on cooperation was limited, the response seemed quite favorable. During these meetings, the committee was completing work on a variety of publications that have appeared in the form of monographs, brochures that were available for limited distribution, joint newsletters and individual articles in each other's primary house organ.

The third meeting with the national conventions took place at the Astor Hotel on April 2-4 in Milwaukee, Wisconsin, with the AAHPER (AALR) Convention. By the time the middle of 1976 was approaching, a reasonably good working relationship had been achieved by the individuals on the committee. Personal friendships and the ability to communicate with each other on an individual basis certainly enhanced the opportunities to make professional commitments for our associations through the continuation of cooperative programming. In the latter part of June 1976, the committee met in Tulsa, Oklahoma, establishing a new objective with the attempt to see, during a part of their meeting, a successful example of cooperation already in existence. In September, the meeting was at the Lemoyne Hotel in New Orleans with a primary purpose of getting additional literature completed and finalized for publication. The following meeting took place in early 1977 at the Don Cesar Hotel in St. Petersburg Beach, Florida, where for the first time additional organizations were brought in to participate on a regular, rather than observing basis. Future meetings were held back in Denver, Colorado; in Washington, D.C.; and in Phoenix, Arizona, during which time an attempt was made to integrate the concerns of the Adult Education Association, the American Association of Community and Junior Colleges, and the National Association for Public Continuing and Adult Education. The committee, however, was attempting to broaden its focus during these meetings, but at the same time seemed to lose the focus on the very specific problem that had been the initial reason for its existence. Funding through the Mott Foundation in Flint, Michigan, had enabled the committee to function up until the Phoenix meeting. It now began to appear that the real value of the committee had "run its course" and the time had arrived to look for a new and probably more efficient way of operating at the national level, but even more important to look for a better way of developing the cooperation that now existed on the committee at the state and local levels.

Many things have occurred as a result of the committee: publications; some local level committees have been established; there has been an exhibit exchange at conventions;

presentations at each other's conventions; an intern position established with NRPA that helped to further many of the projects that the committee started; a planning document for the committee was undertaken; new organizations were added; a display has been developed and many other results have occurred. One of the truly important ones has been the establishment of colleaguial status between NRPA, AALR and NCEA. As a result of this, AAHPERD members may attend NRPA or NCEA conventions; NCEA members may attend AALR and AAHPERD conventions; and NRPA members may attend NCEA and AAHPERD conventions at the same cost as if they were members of the host association. This truly was an historical breakthrough even though great numbers of individuals have not as yet taken advantage of these opportunities. We can only hope that in the future years, the commitment to this type of continued interface will remain.

The Future

The future of the Joint Coordinating Committee is now obviously at the state and local level. A good basic framework for operations has been developed. Some states appear to be building on this framework and developing on-going programs of cooperation. Others, unfortunately, may have already begun slipping back into the type of empire building that will help none of the associations and can distinctly hurt the individuals that they are trying to serve. It is understandable that people who question their abilities to truly accomplish large projects may fall into this trip for self-preservation in times of decreasing resources. However, it is the very fact that we are in times of decreasing resources that shows the tremendous necessity for the cooperative programs that have been started by the National Joint Continuing Steering Committee.

THE INTERRELATIONSHIP BETWEEN ADULT AND COMMUNITY EDUCATION

By

Roger Hiemstra
Adult Education Association/USA

Introduction

It is imperative that a strong interrelationship evolves between adult educators and community educators. As the Music Man would say, "You've got to know the territory." Well, there is simply too much territory, too many clients, and too great a need for strong interagency cooperation not to exist.

Many efforts at cooperation between community and adult educators have been attempted in the past several years. Obviously, there have been successes. Unfortunately, there still exists in some sites feelings of "turf" invasion, a duplication of efforts, and imperfect cooperation between offices of community education and offices of continuing education. The formation of the Joint Steering Committee and this booklet are both hopeful signs that cooperation is improving.

The following are perceptions of the author as to why cooperation between adult and community educators has not always been what it could be:

- ***Turfdom:*** Many of the author's adult education colleagues have expressed concern that community educators have come into the location through new or special monies and aimed programs at clientele they had been serving for years.
- ***Financial Support:*** The growth of community education support through the Mott Foundation and federal legislation has been a sore spot for many adult educators because of their struggling for years on an "earn your own way" basis.
- ***Conceptual Disagreements on the Community Education Process:*** It has been difficult for many adult educators with years of experience suddenly to be cast conceptionally only as one programming component within the community education process.

The above points are not intended as "sour grapes." The intent is to give the reader some perceptions as to why interagency cooperation has been difficult to achieve. The rest of this article will suggest why it is so important that adult and community educators better understand each other and work more closely on all aspects of their operations.

The Community-Wide Breadth of Adult Education

Adult education is multifaceted in most communities today. Hospitals, churches, community colleges, universities, senior citizen centers, extension offices, and social service agencies are only a few of the many and varied organizations providing continuing education opportunities. Also, there exists in many communities strong interagency relationships pertaining to continuing education through advisory councils, ASTD groups, adult education associations, and coordinating councils.

Adult educators, therefore, play important roles in most locales. Literacy training through ABE, continuing medical education, leader training, parent education efforts, and providing general learning opportunities for adults are only some of the functions undertaken by a variety of dedicated professionals and volunteers.

It is also suggested that a variety of adult education-related skills are needed by most community educators. Understanding the adult as learner, adult instructional techniques, and adult counseling are only a few of these skills. Hopefully, as closer interagency relationships develop between adult and community educators a synergetic effect will materialize as each learns from the other.

The Adult Education Association has been interested for several years in building an inter-association relationship with community educators. Participation by AEA representatives in inter-association meetings, national community education conferences, and the Joint Steering Committee are some of the related activities. Also, AEA's Commission of Professors of Adult Education has had a task force for the past three years studying the relationship between adult and community education. Most adult educators desire a strengthened relationship between the two movements. The potential of the educative community—the use of all available community resources in meeting learning needs—is great! Both movements are crucial to the achievement of that potential. We need each other!

TRUE COOPERATION OR "HOT AIR"

By

Richard Kirchner
American Association for Leisure and Recreation

As the work of the National Joint Steering Committee comes to an end, I am reminded of a poem by the eminent philosopher Dr. Seuss, who condensed his philosophy into the following:

My Uncle Terwilliger on the Art of Eating Popovers

My uncle ordered popovers
from the restaurant's bill of fare.
And, when they were served, he regarded them
with a penetrating stare . . .
Then he spoke with Words of Wisdom
as he sat there on that chair:
"To eat these things," said my uncle,
"You must exercise great care.
You may swallow down what's solid . . .
BUT . . . you must spit out the air!"

And . . . as you partake of the world's bill of fare,
that's darned good advice to follow.
Do a lot of spitting out the hot air
And be careful what you swallow.

—Theodore Seuss Geisel

As we review the work of the Committee in evaluating our progress toward cooperative ventures, it is most important that we attempt to present the solid and eliminate the hot air. This is very difficult to do when a person has been as closely connected to the work of the Committee as some of us have been, but it is the belief of many of us in AALR that we can fairly objectively look at some points of progress and also see some of the distance we have left to go.

Many people, no doubt, believe that the work of the Committee has consisted entirely of hot air, and I am sure that there are others that will point to nothing but great accomplishments that have occurred. The reality is, of course, as usual somewhere in between. There has been progress at the national level and there has been some progress at the state levels. There has also been some acceptance of very concrete proposals that *may* result in continuing cooperative efforts at least between three of the associations. These continuing cooperative efforts may literally be necessary for the survival of any or all of the associations, and it is the hope of many of us that the building of empires at the expense of others may be a thing of the past.

First of all, let us look at the accomplishments. The National Joint Committee started out with three organizations that figuratively and literally found it difficult to sit down at the same table. At the first meeting in Chicago, it was not necessary to debate what style of table should be used since each of the associations moved into its own little corner and literally screamed accusations at each other almost immediately following the introductions of individuals. However, being locked up at O'Hare Airport for three days did wonders, and by the second day some reasonable semblance of a discussion could occur. Each meeting progressively became friendlier as the representatives began to recognize that we did have common problems that could best be solved by common actions. The Committee progressed to a point where publications have been jointly sponsored and colleaguial status is a reality. In my opinion, probably the most important single thing that has happened has been the acceptance of colleaguial status on a continuing basis by two of the associations and on a trial basis by the National Recreation and Park Association. The ability to attend each other's conventions and to participate in them as a colleague rather than an outsider certainly has to be indicative of future potential for continuing cooperation. Once people are able to work together and visit with each other in a professional conference setting, it becomes difficult to think of the other person in terms of a competitor.

Thus, endeth the positive. Let us now look at the negative indications—or more appropriate—indications that work still must be accomplished. Although some of the states, and in a few instances local areas of government, have begun to follow the concept of a joint coordinating committee, it is far from being an accomplished fact. Individuals who are committed to these concepts must put their energies to work in local and state programs. The ultimate test is, of course, will it work at the local level? For this is where the confrontations exist

on a one-to-one basis. This is also the level at which parochialism and empire building are the hardest to break down, for this is where individuals are looking to make their own professional futures and generate their own professional reputations. It is a more immediate and difficult problem at the local level of government than at the national level.

In spite of the difficulties being crucial at the local level, there still remain problems at the national level. All of the associations now give lip service to cooperation, and occasional cooperative ventures do occur. However, when the problems of financing or funding arise, some of the commitments to cooperative action seem to waver. This was demonstrated with the recent community education bill and also probably contributed to the demise of the National Joint Steering Committee a year or two before it should have occurred. The Committee reacted to supposed pressures because of the funding model and developed a clientele that took it away from its primary focus. Funding will probably forever be a thorn in the side of truly cooperative programming. If we can once get everybody involved in the park and recreation movement concerned primarily about the recipients of our services, we could make a giant step in the direction of true cooperation. As George Wilson, one of the charter members of the Committee from AALR, has said many times, "There are so many opportunities, so many problems, so many services needed out there, that there is no reason that anyone with imagination need duplicate other successful programs." The needs are tremendous in comparison to the resources, and it is up to our professional associations to set an example on the most efficient use of all resources—human, financial and other.

What of the future? The National Committee has decided not to continue its program, but this does not mean a lack of commitment on the part of the associations and especially the individuals involved to continuing cooperative programs. It is essential that the representatives of NCEA, NRPA and AALR as well as other interested associations continue to meet on a regular basis so that joint programs can still be undertaken. It is also essential that NRPA extend their colleaguial status so that the interface between members of the three associations on an individual basis can continue. It is of the utmost importance that the work of the National Committee be carried on at the state and local level, for without the completion of our task at this level, we will be back doing exactly the opposite of what Dr. Seuss recommended—we will be spitting out the solid and swallowing the hot air.

INFLUENCE LEARNING AND COMMUNITY EDUCATION: AN INTERSECTION

By
Edmund J. Gleazer, Jr.
American Association of Community and
Junior Colleges

Influence learning and community education. Where do they intersect? How can they be joined to fulfill the educational and cultural needs of all Americans of all ages throughout their lives? In January 1979, the American Association of Community and Junior Colleges convened a national assembly to examine policies that affect lifelong learning and, then, to work at changing those situations where lifelong educational practices are impeded by legal and policy frameworks. As we try to work with others in the development of a rationale for lifelong education and cooperative approaches at the community level, we have found many areas of mutual concern. They include:

1. The need to identify policies that not only allow, but also facilitate services for lifelong learning.
2. There is confusion over institutional roles. We hold that all resources should be used to the fullest extent possible. Therefore, it is necessary to work out appropriate relationships among and between various organizations at the same time that we get a clearer picture of the total task and possible strategies.
3. The fiscal allocation and reallocation practices which have a bearing on the development of lifelong programs.
4. Public support, management practices, and professional competencies in lifelong learning services need advancement.
5. Taxpayers and legislators require evidence that lifelong education is of real value and deserves high priority in a time of tight budgets. Measures of learning, productivity, and outcome are needed that have meaning for the public.

The NJCSC, in its position statement, cites as a common goal of its six-member associations "to mobilize available community resources to provide services that offer opportunities for education, recreation and social services to citizens of all ages." AACJC, as an association, has been a proud partner in the National Joint Continuing Steering Committee for three years. We will continue, in the spirit of NJCSC, to encourage community colleges to collaborate with other agencies in the services of community. The American Association of Community and Junior Colleges will continue to work with the American Association for Leisure and Recreation, Adult Education Association of the USA, National Community Education Association, National Association for Public Continuing and Adult Education, and the National Recreation and Park Association.

INTERAGENCY COOPERATION AND COORDINATION—A REAPPRAISAL

By

James R. Dorland
National Association for Public Continuing and Adult Education

During the summer of 1977 in an article for "Beyond Competition," a special edition of a publication of the National Joint Continuing Steering Committee, I wrote as follows: "Will we as representatives from the three movements (adult education, community education, parks and recreation) be willing to confront some of the real issues facing us—the issues which involve money, power, tradition and turf."

In that same article I also said: "The concept is that better service will emerge as the result of better interagency communication, coordination, and cooperation. This will remain an abstract concept as long as it exists in theory and not in practice. The real test comes at the local level where programs are provided for people. Policies and guidelines can be formulated nationally and statewide, high level meetings can be held, and lofty pronouncements can come from the lips of experts. *But this is not enough* (italics added in 1979 for emphasis). Something has to happen which helps people have a chance to live better, more fulfilling lives."

With the national project ending, this seems to be an appropriate time for a reappraisal of what I believed about interagency cooperation in 1977—a reappraisal based in part upon my experiences during the past couple of years with the National Joint Continuing Steering Committee.

Admittedly it is a temptation to respond in generalities and in niceties and to say that the conceptual foundation of the Joint Committee was and is sound and that we simply need more time and determination in order to achieve the level of coordination and cooperation toward which most of us aspire. I could also point to the meetings which were held in Phoenix and in St. Louis and cite these as examples of how comfortably representatives from the six national organizations can relate to one another. Elsewhere in this publication are examples of case studies worthy of emulation as well as bibliographic suggestions for additional reading and research in the three fields. These are all well and good, but—in my opinion—they are just a beginning.

Here are some other conclusions I have arrived at after serving on the Joint Committee for the past couple of years:

1. For the most part the representatives from the three movements did not choose to confront each other on the basic issues dividing them, and the issues still exist. In fact, the enactment of special interest legislation tended to create tension among several of the organizations represented on the Joint Committee.

2. A planning body at either the national or state level consisting exclusively of representatives from adult education, community education, and parks and recreation seldom exists in that form, but is likely to exist in some modification of it, often with fewer—or different—groups involved.

3. The concept of interagency coordination and cooperation is as valid today as it ever was, and still almost as elusive to achieve. However, the enduring value of the efforts of the Joint Continuing Steering Committee is that effective models of cooperation have been identified, lines of communication have been opened, and some problems have been surfaced and identified as a result of the project.

4. Last, and most important: I believe deeply that a genuine desire for cooperation must come from within a person or an organization and cannot be effectively superimposed from some external force. When key people want cooperation to take place, they can make it happen in spite of existing roadblocks. If leaders in the three movements represented on the Joint Committee still want to work for interagency cooperation and coordination, this is going to happen—with or without a project. The funds made possible through the Mott Foundation have enabled some important first steps to be taken. Practitioners in adult education, community education, and in the parks and recreation movement need to be convinced that through coordinating their efforts they can cause "something to happen which helps people have a chance to live better, more fulfilling lives." That could become the "ultimate" in service.

THE NEED FOR INTERAGENCY COOPERATION

By

Paul Tremper
National Community Education Association

The National Joint Continuing Steering Committee on Community Education has been an effective and needed forum for leaders of related organizations to meet and discuss concerns and items of mutual interest. The National Community Education Association (NCEA) believes that such communication and coordination is essential at the national, state and local levels. The Association members, its Board of Directors and its professional staff are committed to working toward fostering interagency communication and cooperation, and are doing so throughout the country.

Although the Steering Committee on Community Education, as we know it, will not continue, the need for such a body does not diminish. Only through continual communication can potential problems be averted and cooperative efforts and approaches be developed.

Like so many other programs and approaches, the real burden of and responsibility for successful implementation of cooperative ventures rests with leaders at the state and local levels. To this end, the National Community Education Association has urged its State Associations to follow practices which bring about cooperative planning among agencies in local communities. Training sessions in this and related areas of cooperation are conducted at conventions and meetings of the State Associations.

Critical to effective coordination at the state and local levels is the involvement of the respective State Education Association (SEA). A majority of these SEA's have full-time community education administrators who provide developmental and technical assistance to local communities, as well as sponsoring training sessions and seminars. Because of their responsibilities and numerous contacts in their respective state, SEA administrators can and do play an important role in facilitating meaningful interagency coordination and cooperation.

The Community Schools and Comprehensive Community Education Act of 1978 was signed into law by President Carter on November 1, 1978. Among other things, the legislation creates a state funding formula program. State Education Associations are entitled to a percentage of the monies appropriated under this section of the Act, based upon the population of their state. In order to qualify for this funding, the SEA must develop a state plan that is approved by the U.S. Office of Education. The National Community Education Association believes that such plans must contain provisions which will insure cooperative planning by agencies involved in community education at the local level.

Taxpayers are demanding, not requesting, that agencies cooperate and collectively plan in order to cut down on costly duplications of efforts. The very survival of many programs will depend upon the extent to which constituents are convinced that interagency cooperation is, in fact, a reality. The National Community Education Association and its members want to take an active part in bringing that reality to life.

MUTUAL SUPPORT AND CONCERNS

By

John H. Davis
National Recreation and Park Association

The National Recreation and Park Association believes that publicly supported institutions and facilities, including schools and park and recreation systems, should serve a variety of public purposes consistent with the basic mission of each institution and facility. When the different institutions share common goals, they should work together to realize these goals.

Currently, a number of municipalities nationwide are engaged in successful interagency programs involving schools and leisure service systems. However, there have been instances where some school systems offer leisure programs with little or no input from professional park and recreation personnel or agencies. In several such cases, these circumstances have resulted in duplicated efforts, wasted tax dollars, and a less than professional delivery of leisure programs. Continued dialogues between the involved agencies are required to alleviate these problems.

In conjunction with new and expanded federal programs for community schools and community education, the continued growth and development of professional park and recreation delivery systems may depend heavily upon the increased involvement of park and recreation professionals in all areas of planning for community education, and the acceptance of our profession as an integral part of any community education program. Our continued involvement with national, state and local community education developments are prerequisites for successful relationships between school systems and existing park and recreation agencies. It is in this regard that NRPA is pleased to have been associated with the organizations represented on the National Joint Continuing Steering Committee on Community Education.

NRPA continues to promote park and recreation cooperative relationships among public agencies at all levels, including those involving the schools and community education to best serve the consumer. The Association has made major strides in this regard. For the past three years, NRPA has been the project coordinator of the NJCSC, which represents six national organizations and has been an exemplary model of interagency cooperation at the national level. NRPA's appointments to this committee have included branch representatives from the American Park and Recreation Society, the Citizen Board Members branch, and the Society for Park and Recreation Educators. Recently, NRPA successfully petitioned the U.S. Commissioner of Education to appoint a park and recreation professional to the National Advisory Council on Community Education. At NRPA headquarters staff continue to compile information on existing successful cooperative programs at the state and local level, and to disseminate this information to assist our membership upon request. The efforts of this Association, together with other organizations, were instrumental in strengthening the language of new federal legislation for community education which will require increased collaboration between school districts and existing park and recreation agencies in implementing any community education program at the local level.

The National Recreation and Park Association is the nation's largest nonprofit service, research and education organization dedicated to improving the quality of life through effective utilization of natural and human resources. As such, we are committed to continuing to foster cooperation between park and recreation agencies and other community service providers nationwide, not at the expense of the consumer and taxpayer, but rather in support of him . . . and you.

STATE INFORMATION SURVEY REPORT

. . . An assessment of the current status of state level interagency cooperation . . .

At the January 1978 NJCSC meeting in Phoenix, Arizona, the committee initiated a project to identify state level interagency committees modeled after the NJCSC and to assess their level of development. A subcommittee was selected and charged with the development of a survey instrument. This subcommittee identified several examples of cooperative activities which were included in the survey questionnaire (a copy of the survey is included in Appendix 5).

A contact person for each organization was identified for each state. Each NJCSC representative then mailed a copy of the survey, together with an introductory cover letter and a copy of the NJCSC 1977 *Beyond Competition* newsletter to their state level contact person. Respondents were asked to return the completed survey instrument to NRPA, the project coordinator.

This procedure allowed for copies of the survey instrument to be distributed to six individuals in each state (one for each organization represented on the NJCSC). It was hoped that this process would yield the best results by obtaining the most comprehensive state information. The responses from each returned questionnaire were to be consolidated and then analyzed.

The NJCSC representatives were charged with securing additional, and in some cases, "clarifying" information for each state to supplement the survey information, where necessary. In several instances, this additional information was not available or was not helpful in clarifying conflicting information obtained by the surveys. Consequently, though several states realized a high response rate, the information enclosed therein was negated due to its conflicting and contradictory nature.

This situation is depicted by the matrix located on page 27. Whereas all but Washington, D.C., was represented by at least one returned survey questionnaire, several others do not show any response. This is due to the NJCSC's inability to ascertain a consensus as to the true status of their respective interagency cooperative achievements. Rather than inadvertently grossly misrepresent their current posture, it was decided that no response should be cited.

The execution of the survey project had several indirect effects. It appeared as though this NJCSC project had impressed upon several key individuals and agencies the significance of establishing state interagency committees and other joint ventures where they did not previously exist. Further analysis revealed that several existing state joint ventures were strengthened by the conceptual support of the NJCSC and its survey initiative.

Several comments were made by respondents regarding the efforts and goals of the NJCSC. Those received were largely positive and supportive in nature. The most critical comments concerned the design of the survey instrument. A sampling of these comments follows:

Oklahoma: ***"We are pleased with the progress made on the national level. Keep up the good work."***

"An excellent move. May add 'clout' to the idea some have shared toward cooperative ventures. We are planning joint workshops for the future. There are many other ways we should be working together."

Missouri: ***"I feel the objectives of NJCSC are important to pursue . . ."***

New Mexico: ***". . . This information does not apply . . . because in a small populated state, this type of development has not taken place."***

Oregon: ***"No doubt the questionnaire will encourage joint activities. It seems that the information requested may not be known by many of the respondents. Some may not respond at all because of the complexity of the instrument, clever as it is . . . The planners should be congratulated on the unique approach of identifying joint agreements."***

Texas: ***"You may need to survey your state officers of each of your constituent member associations."***

Washington: ***"Design of survey EXTREMELY confusing..."***

"An excellent idea and effort."

Summary of Findings

In actuality, the results from this endeavor fell short of committee expectations. Of 306 surveys distributed, only 125 were returned (41 percent); an average of 2.45 respondents per state. As had been previously mentioned, several responses given contradicted others received from individuals within the same state. Due to financial and staff limitations, no attempt was made to increase the response rate by follow-up contacts to nonrespondents.

Based upon 24 "composite" state information surveys, the following findings were made:*

1. A majority of states do not have a state level interagency committee, either formally or informally constituted.
2. Of the states having some type of interagency committee, most were constituted on a "voluntary" basis.
3. A majority of state level interagency cooperative committees with membership similar to the NJCSC are constituted on a voluntary basis.
4. Where interagency committees do exist, their membership included individuals associated largely with parks and recreation, community education, and adult education.
5. The most frequent joint ventures included joint conferences (67 percent); existing standing committees (50 percent); joint in-service programs (46 percent); exchange of professional articles (46 percent); and "other" cooperative ventures (46 percent).**
6. The least frequent cooperative actions included: reciprocal student memberships (13 percent); joint resolutions (17 percent); and joint publications (17 percent).

KEY: Y= YES V= VOLUNTARY
N= NO M= MANDATED

NATIONAL JOINT UTILIZING STEERING COMMITTEE
STATE INFORMATION SURVEY RESULTS
(AS OF JANUARY, 1979)

*4 Associations Represented on State Committee

STATE:	% of Returned Surveys	1 Existing Interagency Committee	2 Contact Persons (not applicable)	3 Existing Joint Committee	4* Mandated or Voluntary Relationship	5 Joint Resolutions	6 Joint Conferences	7 Joint Exhibits	8 Joint Legislation	9 Reciprocal Memberships	10 Reciprocal Conference Registrations	11 Reciprocal Student Membership	12 Joint In-Service Programs	13 Joint Publications	14 Exchange Of Professional Articles	15 Association Standing Committees	16 Other Cooperative Ventures	AACTE	AALR	ASA	NAPCAE	NCEA	NRPA
Alabama	67																						
Alaska	33	N		N		N	N	N	N	N	N	N	N	N	N	N	N						
Arizona	67	Y		Y	V	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y			X		X	X
Arkansas	50	N		N		N	N	N	N	N	N	N	N	N	N	N	N						
California	50																						
Colorado	17	N		Y	V	N	Y	N	N	Y	N	N	N	N	N	Y	N				X	X	X
Connecticut	33																						
Delaware	33																						
District of Columbia	0																						
Florida	33	Y		Y	V	N	Y	Y	N	N	N	N	N	N	N	N	Y	X		X		X	X
Georgia	83																						
Hawaii	33																						
Idaho	50	N		N		N	Y	N	N	N	N	N	N	N	N	N	N						
Iowa	33	Y		Y	V	Y	Y	N	Y	Y	N	N	Y	N	Y	Y	Y			X	X	X	X
Illinois	67																						
Indiana	50																						
Kansas	33	Y		Y	V	N	N	N	N	N	N	N	N	N	Y	N	N	X		X	X	X	X
Kentucky	33																						
Louisiana	17																						
Maine	33																						
Maryland	50	N		Y	M	N	Y	N	N	N	N	N	Y	N	N	Y	N	X			X	X	X
Massachusetts	17																						
Michigan	17																						
Minnesota	17																						
Mississippi	33																						
Missouri	50	N		N		N	N	N	N	N	N	N	N	N	Y	Y	N						
Montana	33	N		N		N	N	N	N	N	N	N	N	N	N	N	Y						
Nebraska	67	N		N		N	Y	N	N	N	N	N	Y	N	Y	Y	Y						
Nevada	17																						
New Hampshire	50																						
New Jersey	50																						
New Mexico	50	N		N		N	Y	N	N	Y	Y	Y	Y	N	Y	N	N						
New York	50																						
North Carolina	83	N		N	M	N	Y	N	M	N	Y	M	Y	N	Y	Y	Y	X		X	X	X	X
North Dakota	17																						
Ohio	17																						
Oklahoma	67	N		N		M	Y	Y	M	M	M	M	M	M	Y	Y	N						
Oregon	83	Y		Y	V	Y	Y	Y	M	M	Y	M	Y	M	Y	N	Y	X		X	X	X	X
Pennsylvania	50	Y		N	M	Y	Y	Y	M	M	M	M	Y	M	N	Y	N			X	X		
Rhode Island	33	Y		Y	V	M	Y	Y	M	M	Y	Y	Y	Y	N	Y	Y						
South Carolina	17	N		N		M	M	M	M	M	N	M	N	N	M	N	Y						
South Dakota	17																						
Tennessee	50																						
Texas	67	N		N		M	Y	N	Y	M	Y	N	Y	Y	Y	Y	Y						
Utah	17	N		N		M	Y	N	M	M	M	M	M	N	N	N	N						
Vermont	17																						
Virginia	83	Y		N		N	M	M	M	Y	Y	N	Y	N	N	Y	N						
Washington	50	Y		Y	M	M	Y	Y	Y	M	M	M	Y	N	N	N	Y	X				X	X
West Virginia	17																						
Wisconsin	67																						
Wyoming	33	N		N		N	N	N	N	N	N	M	N	N	L	N	N						

*Note: Any two or more agencies cooperating on a project within a state constituted a positive response on the respective survey question for the entire state. For example, if AEA/USA and NRPA were cooperating on a joint conference (survey question no. 6) in Alabama, the recorded answer to question no. 6 would be "yes," whether or not other associations were also participating.

**"Other" cooperative ventures included such actions as state associations taking institutional memberships in one another's associations; planning conference programs; establishing state agency technical assistance committees; office space sharing; exchange of directors on respective boards; written agreements of cooperation between state agencies, and cooperative arrangements in advertising among all community agencies.

CASE STUDIES

. . . A look at agencies involved in exemplary models of interagency cooperation . . .

In January 1979 a memorandum was distributed to state contact persons affiliated with each of the organizations represented on the NJCSC. The memorandum sought to identify local and state level exemplary models of interagency cooperation. The abstracts and briefs contained here are largely the result of this effort. Hopefully, you will find some of the ideas and activities presented here acceptable and may utilize or adopt them to suit your community and its varied needs.

This section of the handbook has been divided into three parts. The first part documents case studies identified by "EMPHASIS." "Emphasis" refers to the discipline (adult education, community and junior college, community education, parks and recreation) of the principle "facilitator" of the respective local or state level project.

The second part relates to state level governmental agencies involved in some aspect of a cooperative-coordinated action program. Each will be found under the heading "STATE LEVEL INVOLVEMENT."

Finally, the third part includes a "pot pourri" of exemplary models of cooperative projects, entitled "BRIEFS." Included here are those abstracts which did not necessarily address all of the components contained in the first part ("Emphasis") of this section.

The NJCSC wishes to thank all individuals and agencies who contributed abstracts in response to our request. The total response was overwhelming. Over fifty case study abstracts were received. All of the information sent in was worthy of inclusion in *The Ultimate–To Serve II*. However, due to differences in form, content and subject matter, we regret that we were unable to include them all. The final selection of case studies was made by representatives of the NJCSC. A copy of the memorandum may be found in Appendix 4.

EMPHASIS: ADULT EDUCATION

Interagency Cooperative Project

I. NAME AND ADDRESS OF AGENCY:

Andalusia Adult and Community Education Program
122 Sixth Avenue
Andalusia, Alabama 36420
Caroline Cavanaugh, Graduate Intern, Adult Education Section, Division of Instructional Services
(205) 832-6860

II. DATE PROJECT WAS INITIATED:

July 24, 1978.

III. AGENCIES AND ORGANIZATIONS INVOLVED:

Involved in this Interagency Cooperative Project were the Andalusia Adult and Community Education Program, the Andalusia Chamber of Commerce, the Andalusia Public Library, the Andalusia Committee for the Humanities and Public Policy and the National Endowment for the Humanities.

IV. PROJECT GOALS AND OBJECTIVES:

To teach participants how to write grants and develop professional proposals.

V. ADMINISTRATIVE STRUCTURE:

The administrative structure for this project consisted of Ms. Christine O. Murphy, Director of Adult and Community Education Program; Mrs. John West, Librarian of the Andalusia Public Library; and Ms. Caroline Cavanaugh, Executive Vice President of the Andalusia Chamber of Commerce.

VI. PERSONNEL:

Interagency Cooperative Project personnel consisted of three workshop directors, two from the Alabama Committee for the Humanities and Public Policy and one interested citizen from the community.

VII. FUNDING:

The National Endowment for the Humanities provided funds for travel, postage and workshop director's salary.

VIII. FACILITIES:

The meeting location for workshops was donated by the Dixon Memorial Room and the Andalusia Public Library.

IX. COMMUNITY INVOLVEMENT:

The Andalusia Adult and Community Education Program and Chamber of Commerce staff contributed office work time and publicity. Twenty-five participants representing nonprofit organizations and local government attended. Six areas outside of the Andalusia community were involved.

X. UNIQUE COMPONENTS:

The concept of an interagency cooperative project in itself was unique for a small rural community in South Alabama. Also, this project's workshops were the first of their kind in Alabama under the guidelines of the National Endowment for the Humanities through the Alabama Committee for the Humanities and Public Policy.

EMPHASIS: ADULT EDUCATION

ELDERCOLLEGE: A Town and Gown Cooperation Project on Adult Education for the Elderly

I. NAME AND ADDRESS OF AGENCY:

Adult Extension Education Section
College of Education
229 Curtiss Hall
Iowa State University
Ames, Iowa 50011
(No direct contacts given)

II. DATE PROJECT WAS INITIATED:

September 1, 1978.

III. AGENCIES AND ORGANIZATIONS INVOLVED:

The following groups were involved with the Eldercollege project: Adult and Extension Education Section, Iowa State University; Alumni Association, Iowa State University; College of Education, Iowa State University; Cooperative Extension Service, Iowa State University; Cy-Ride (local bus company), Ames, Iowa; Gerontology Council, Iowa State University; Graduate College, Iowa State University; Information Services, Iowa State University; Iowa Multidisciplinary Gerontology Project, Iowa City, Iowa; Northcrest Retirement Community, Ames, Iowa; North Grand Care Center, Ames, Iowa; Numerous Faculty, Iowa State University; Office of Gerontology and Lifelong Learning, Iowa State University; Retirement Counseling Office, Iowa State University; Scheman Continuing Education Center, Iowa State University; and various churches and service clubs in Ames, Iowa.

IV. PROJECT GOALS AND OBJECTIVES:

The goals and objectives of this project were aimed towards the older people in the community and included:

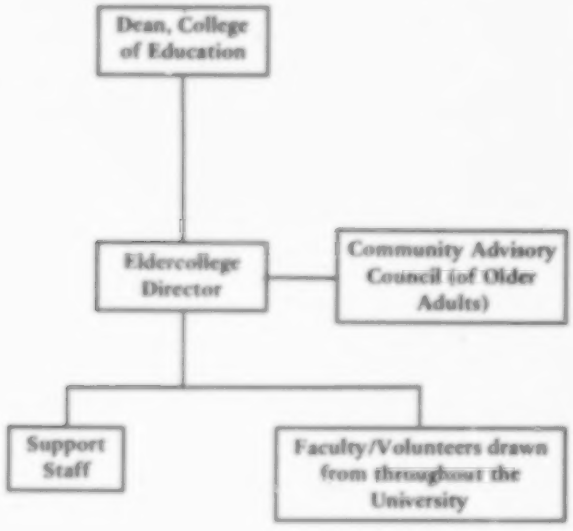
A. Assessment of the college-level educational needs for older people in Central Iowa.

B. Offering credit and noncredit college-level courses to older people.

C. Maintaining liaison with the elderly community through a broadly based advisory council.

D. Involving adult and extension education graduate students in carrying out related teaching and research activities.

V. ADMINISTRATIVE STRUCTURE:


Dean, College of Education
Eldercollege Director
Community Advisory Council (of Older Adults)
Support Staff
Faculty/Volunteers drawn from throughout the University

VI. PERSONNEL:

Personnel include Dr. Roger Hiemstra, Director; Vic Brown, Assistant Director; Mrs. Jodi Engel, Program Coordinator; and Mrs. Marjorie Thompson, Registrar.

VII. FUNDING:

The primary funding for the first year came from an initiator grant made possible through the Alumni Association. The College of Education and the Graduate College also provide some financial support. Participants pay a minimal fee to cover administrative costs. Foundation and federal support are being sought for subsequent years.

VIII. FACILITIES:

The Scheman Continuing Education Building has been used for classroom space the initial year. This modern

building has ample parking, good elevators, accommodations for wheelchairs, a first aid station, a snack bar and comfortable seating. As Eldercollege grows, additional space will be sought throughout the campus and in various community locations.

Office space for the Eldercollege staff is located in the College of Education Building. It currently consists of two offices and a reception area.

Library accommodations for Eldercollege participants are presently being developed.

A house on or near campus is currently being sought as a site where Eldercollege participants can gather outside of the classroom.

IX. COMMUNITY INVOLVEMENT:

There exists an advisory council of older persons that serves to assist the Eldercollege in many ways. The council's role will enlarge with time. In addition, the Retirement Counseling Office has an advisory committee that has served as a sounding board for Eldercollege ideas.

Faculty involvement as teachers, advisors and evaluators has been wide spread, mostly on a volunteer basis. It is hoped that eventually instructors will be paid.

Community support has been outstanding. For example, numerous churches, service clubs and other organizations enthusiastically assisted with our needs assessment effort and by spreading the word about Eldercollege.

EMPHASIS: COMMUNITY EDUCATION

Interagency Cooperative Projects

I. NAME AND ADDRESS OF AGENCY:

Idaho Falls School District No. 91
Community Education
601 S. Holmes, Room 108
Idaho Falls, Idaho 83401
(208) 522-7490
Diane Collins, Director, Community Education

II. DATE PROJECT WAS INITIATED:

1967

III. AGENCIES AND ORGANIZATIONS INVOLVED:

Primary institutions involved included Idaho Falls School District No. 91 Community Education Program, University of Idaho and Idaho State University, Idaho State University Continuing Education Program, Brigham Young University Continuing Education Program, Ricks College Continuing Education Program, Idaho Falls City Parks and Recreation and the Young Men's Christian Association (YMCA).

Many other local agencies and organizations participated in this program, a few of which are listed here: American Red Cross, PTA, Boy Scouts and Girl Scouts of America, Idaho Falls Art Guild, Trout Unlimited, Kelly Kanyon Ski School, Red Baron Flying Service.

IV. PROJECT GOALS AND OBJECTIVES:

To put existing community facilities to use for desired community programs. To provide children, youth and adults with the opportunity to participate in the educational processes of the Idaho Falls community. Create coordination and cooperation of community agencies and organizations in connection with community programs.

V. ADMINISTRATIVE STRUCTURE:

The Idaho Falls Community Education program is directed by the School District's Assistant Superintendent who is head of Secondary Instruction. His position is basically to advise the Community Education Director. Reports concerning the project are made to him periodically. Periodic reports are also made to the District's Board of Trustees.

VI. PERSONNEL:

Personnel for the project include five building coordinators. One of these positions is presently filled by a Brigham Young University Community Education intern. This intern is responsible for coordinating the program's largest operation, which is housed in a high school facility.

(This intern program is sponsored by the Rocky Mountain Regional Center for Community Education at Brigham Young University and is partially funded by the Mott Foundation.)

The other four coordinators are locally-recruited Vista Volunteers responsible for community involvement and program operation in four elementary facilities and one junior high location. Personnel also include a part-time secretary.

VII. FUNDING:

Funding comes primarily from local tuition revenue and room rental fees (assessed to those groups charging tuition). The Idaho Vocational Education program also provides funds for basic education and home economics. Additional funds are available for Adult Basic Education courses. The Community Education Office of the Idaho

Department of Education also awarded the project with a small grant. From these funds the following expenditures must be made: teachers' hourly wages; all books, materials and supplies; advertising costs; travel costs; administrator's salaries; BYU intern stipend; secretarial salary; maintenance overhead, custodial salary and office supplies.

VIII. FACILITIES:

The Community Education program currently involves approximately one-third of the school district's facilities. These include four elementary school buildings, one junior high school and one senior high school. Additionally, local agencies and organizations donate the use of their own facilities where and when possible. Non-profit groups not charging tuition fees use these facilities free of charge. Groups charging participant tuition fees are assessed minimal room rental fees set by the Board of Trustees. Scheduling of all activities is made by the building coordinators with the approval of the building principal.

IX. COMMUNITY INVOLVEMENT:

Community involvement is evidenced in a number of ways. A steadily increasing number of local citizens participate in the program's numerous course offerings. Course offerings are determined by use of periodic surveys, as well as by direct citizen and group requests. The most thorough survey to date was done by a neighborhood Community Council using a block plan approach.

Another important aspect of community involvement is the neighborhood Community Council. These councils are formed according to elementary school geographical boundaries, and meet on a monthly basis or whenever special projects or problems arise. These groups not only serve as steering committees for Community Education programs, but also become involved with a variety of neighborhood projects and problems. Eventually, it is hoped that Community Councils will exist in each of the four elementary school districts housing Community Education programs. A slide-tape program was produced by one Community Council to be used by civic organizations and local television stations. Publicity regarding the Community Education programs and concepts is created through radio and television interviews and talk shows.

X. UNIQUE COMPONENTS:

Since the Idaho Falls area has no institutions of higher learning, interagency cooperation is a necessity for our community. Many citizens upgrade job training through higher education or community education courses. Likewise, it has been estimated that approximately five percent of the adult population is in need of basic educational skills; these skills are provided, in part, by the Adult Basic Education Project.

With Idaho's long winters, residents enthusiastically support a wide range of general interest courses, as well as recreational activities. Realizing that there are still service areas left to be investigated, we are moving toward greater citizen involvement in our schools. The key to much of the success lies with interagency cooperation.

EMPHASIS: COMMUNITY EDUCATION

Community Education Program

I. NAME AND ADDRESS OF AGENCY:

Community Education Program (CEP)
J.H.S. 65
46 Forsyth Street
New York, New York 10002
Janice McGuire, CEP Coordinator

II. DATE PROJECT WAS INITIATED:

September 1977

III. AGENCIES AND ORGANIZATIONS INVOLVED:

The Community Education Program (CEP) is based in a junior high school in Community School District No. 2. This school is known as Two-Bridges-Chinatown, located on the Lower East Side of New York City. The program works with this junior high school, six elementary schools which feed into the junior high and many of the local social service, health, education and recreation agencies. Included on the Advisory Council are: school staff, community planning board, community school board, parents, school principal, school district staff, New York City Youth Board, public library and two community based direct service agencies. During the past year we have developed interagency activities which include the participation of: Borough of Manhattan Community College, Chinatown Health Clinic and Betances Health Unit (both private, community-based family health service and education organizations); Chinatown YMCA; Chinatown Planning Council's Project Reach and Better Chinatown Project (both local youth programs); and A.R.T.S., Inc., and Basement Workshop (local arts groups).

IV. PROJECT GOALS AND OBJECTIVES:

To create and maintain a stable mechanism through which interested members of all parts of the school community can identify needs requiring cooperative efforts of planning, implementation and monitoring. To extend and expand positive working relationships among schools, social service agencies, businesses and civic groups so that needs are met effectively and efficiently.

V. ADMINISTRATIVE STRUCTURE:

CEP is a project of the Community School District. The project coordinator is under the daily supervision of the school principal in which the program has its offices.

The program is directed by the Advisory Council with the support of the District Board and staff.

VI. PERSONNEL:

There currently is a coordinator and a secretary assigned to CEP on a full-time basis. Also, part-time staff personnel is available through student internships or special programs.

VII. FUNDING:

Funding comes from the Department of Health, Education and Welfare (HEW) through an Office of Community Education grant and District support. Total federal funding this past year was $39,652.

VIII. FACILITIES:

One junior high school has thus far been utilized for the CEP program. Additionally, activities have been held at one of the local community agencies.

IX. COMMUNITY INVOLVEMENT:

Community involvement, although slow initially, has begun to increase. A program brochure has been distributed and presentations have been made at public meetings, with some coverage by local media.

X. UNIQUE COMPONENTS:

Because of the complexities of the institutions involved, CEP serves a crucial role as "translator" (of bureaucratic jargon—not language), negotiator and facilitator. CEP has helped resolve many of the technical hindrances to cooperative activity. But perhaps the most significant aspect of the program to date has been the extremely active role of the Advisory Council in directing the program on a continuing basis. This marks the first time such a cross-section of school-community has worked together to identify the community's needs and thereby produce cooperative activities.

EMPHASIS: COMMUNITY EDUCATION

Summer Community Activity Program

I. NAME AND ADDRESS OF AGENCY:

Boone County Board of Education
P.O. Box 37
Florence, Kentucky 41042
Gene Cantrall, Community Relations Director

II. DATE PROJECT WAS INITIATED:

Summer 1977

III. AGENCIES AND ORGANIZATIONS INVOLVED:

The Boone County Community Education Council and the Boone County Parks and Recreation Department.

IV. PROJECT GOALS AND OBJECTIVES:

The objectives for the Boone County Summer Community Activity Program is to provide elementary age children with remedial and recreational experiences. The goals of the program are to encourage children to develop and explore new interests; help children develop a feeling of self worth; develop an atmosphere of mutual respect and acceptance of each child's individuality; to provide opportunities for children to develop leadership skills and to provide the opportunity for the children to creatively express themselves.

V. ADMINISTRATIVE STRUCTURE:

The administrative structure of this program was made up of and coordinated by the Boone County Community Education Council.

VI. PERSONNEL:

Twenty certified teachers were employed to provide remedial instruction in reading and mathematics. The Boone County Parks and Recreational Department staff combined forces with 67 community volunteers to provide leadership and instruction in 32 different recreational activities. The project was coordinated by the Boone County Community Education Director. Two persons were employed as building directors.

VII. FUNDING:

The recreation and enrichment phases of the project were funded by modest tuition charges ranging from four to eight dollars per child for the entire four-week period.

VIII. FACILITIES:

Two elementary schools were provided by the Boone County Board of Education as program sites.

IX. COMMUNITY INVOLVEMENT:

The primary community involvement in this project came in the way of volunteers offering their time and effort in providing these children with instruction and leadership.

EMPHASIS: COMMUNITY AND JUNIOR COLLEGES

Study Unlimited

I. NAME AND ADDRESS OF AGENCY:

Black Hawk College
Quad Cities Campus
6600 - 34th Avenue
Moline, Illinois 61265
Mary A. Stevens, Study Unlimited Coordinator

II. DATE PROJECT WAS INITIATED:

"Study Unlimited" began in June 1975.

III. AGENCIES AND ORGANIZATIONS INVOLVED:

The following agencies and organizations participate in "Study Unlimited": Black Hawk College, Quad-Cities Campus; River Bend Library System, Coal Valley, Illinois; Rock Island Public Library (Main Library and Southwest Branch), Rock Island, Illinois; Moline Public Library, Moline, Illinois; Silvis Public Library, Silvis, Illinois; Mineral-Gold Public Library, Mineral, Illinois; Erie Public Library, Erie, Illinois; and Western Township Library, Orion, Illinois.

IV. PROJECT GOALS AND OBJECTIVES:

A. To remove access barriers to post-secondary education presented by geographical isolation and problems of time scheduling.

B. To pilot and evaluate the potential for cooperative arrangements between community colleges and public libraries to offer education services to nontraditional students.

C. To offset, at least partially, declining enrollments among traditional age students.

D. To expand implementation of the college's community-based objectives by active cooperation with community agencies and organizations, especially local public libraries.

E. To make possible the establishment of a new college program by sharing cost and effort, as well as successes, with another community educational organization.

V. ADMINISTRATIVE STRUCTURE:

Responsibility for coordination of Study Unlimited is shared by Study Unlimited coordinators, one within the River Bend Library System and one within Black Hawk College. Within Black Hawk College, Study Unlimited is a part of the division of interdisciplinary and alternative study, one of four divisions within the college's university parallel programs.

VI. PERSONNEL:

Within the library system the following personnel are responsible for coordinating the program: the Study Unlimited coordinator within the River Bend Library System and at least one staff member at each participating public library who has been designated as primarily responsible for the project within that library. Within the Black Hawk College, Study Unlimited is coordinated by a faculty member who receives released load from teaching assignments for the project. This coordinator reports to the division director of interdisciplinary and alternative study. All courses within the program are taught by regular full-time college faculty, in most cases the same faculty who have developed them. Included within the program as well are part-time academic advisors, recruited by the college from the library's community and trained to provide off-campus student services for those enrolled in the program. The adult basic education program at Black Hawk College provides a part-time teacher, circulating among the larger libraries, to provide assistance to those students who are enrolled in the course to prepare for the GED examination.

VII. FUNDING:

The River Bend Library System and Black Hawk College have received no outside funding in support of the development of Study Unlimited; all costs for the program have been absorbed by both organizations as a part of their regular budgets and in response to their stated objectives. In addition to providing van delivery service to libraries and a Study Unlimited Coordinator, the River Bend Library System also has purchased instructional hardware for public libraries, including video cassette players and television monitors. Local libraries themselves have purchased an audio cassette player, filing cabinets and study carrels. Black Hawk College provides all instructional software, instructional services and student services. All library patrons who wish to use the materials and the services, regardless of whether they are enrolled as a student, may do so.

VIII. FACILITIES:

The program utilizes physical facilities provided at public libraries, public library services to supplement courses, meeting rooms for course discussions, and storage space for instructional materials available in Study Unlimited.

IX. COMMUNITY INVOLVEMENT:

The project is a cooperative one between local public libraries and Black Hawk College. We have found that each public library has well-developed cooperative linkages with community organizations within its service area. These linkages have been used as methods to publicize the program, as referral channels for potential students, and in some cases, as sources of additional support for the program. In addition, in 1977, public libraries participating in Study Unlimited served as community co-sponsors in a series of community forums based upon courses by newspaper. In these forums, Black Hawk College served as one of eleven national demonstration models in a project sponsored by the American Association of Community and Junior Colleges with funds from the National Endowment for the Humanities. Community discussions were held at public

libraries participating in Study Unlimited; public libraries distributed brochures publicizing the project and displayed posters concerning it; and public libraries worked actively with the staff for this project in securing the cooperation of other appropriate community co-sponsoring organizations and in arranging details for the town meeting discussions.

X. UNIQUE COMPONENTS:

Because of Study Unlimited, libraries have found themselves becoming a community source of information on Black Hawk College. Informal discussion groups have been set up at libraries and moderated by college faculty. In 1977, Study Unlimited was designated as one of seven case studies in a project sponsored by the National Endowment for the Humanities and conducted cooperatively by the American Association of Community and Junior Colleges and the American Library Association to investigate cooperative efforts between community colleges and public libraries.

Study Unlimited has been the subject of a number of institutional studies conducted at Black Hawk College and available through the ERIC Clearinghouse. These studies are as follows: college credit courses, College Level Examination Program (CLEP) and the GED examination.

EMPHASIS: PARKS AND RECREATION

Community School Program

I. NAME AND ADDRESS OF AGENCY:

Georgia Recreation and Parks Society, Inc.
Freeway Office Park
Tullie Circle, Suite 114
Atlanta, Georgia 30329
(404) 634-2298
Jean Fountain, Executive Director, Georgia Recreation and Park Society, Inc.

II. DATE PROJECT WAS INITIATED:

In 1969, the Cobb County School System, in cooperation with a number of government, civic and social organizations and agencies, involved residents of Cobb County in a comprehensive study to determine the educational needs and aspirations of our community. Among those findings was an indication that the people of the community desire an opportunity to more fully and appropriately utilize public facilities including schools, libraries, fire stations, churches and other community facilities. The public school system, perhaps more acutely than others, recognized the need for presenting opportunities to the community to continue learning activities throughout more than standard secondary schools. The school system further recognized the tremendous public trust in terms of tax dollars spent on public education facilities and accepting this responsibility to more fully utilize public school facilities. The public school as the primary learning institution in each community must be responsive to individual interests, wants and needs presented by the total community, not just children of school age.

In early 1970, a group of Cobb County officials visited the Flint Community School Program and upon their return began making plans to implement a pilot Community School Program in Cobb County. During this preliminary planning period, members of the McEachern Trust Fund offered to fund a pilot Community School Program in the McEachern High School cluster contingent upon the Cobb County Board of Education's approval.

In 1971, the Cobb County Board of Education and the McEachern foundation implemented the first pilot Community School Program at McEachern High School. This pilot program was designed to also include cooperative and coordinative efforts with the Parks Department, the library system and vocational school. After a brief period of community evaluation, the Community School Program offered services to the community for the first time in February 1971.

The pilot effort at the McEachern High School lasted until July 1, 1973. The success of the pilot effort indicated a need for similar Community School Programs for the whole community and on July 1, 1973, each middle school in Cobb County was designated as a home base for Community School Program and subsequently, eight additional programs were implemented. The success of the program also indicated both the need and the economics of planning school-park sites on adjacent properties both to more effectively and to more comprehensively meet community educational, enrichment, vocational and recreation needs. The Cobb County School System and the Cobb County Recreation Department are moving forward with the idea of adjacent and common facilities at two locations in the county. The indication is that this joint effort of building common facilities will continue in the future.

III. AGENCIES AND ORGANIZATIONS INVOLVED:

In addition to the Cobb County Board of Education and the McEachern foundation, this pilot program was designed to also include cooperative and coordinative efforts with the parks department, the library system and the vocational school.

IV. PROJECT GOALS AND OBJECTIVES:

The Community School Program is designed to provide diversified experiences that have educational, social and recreational value for all ages of individuals on an extended day, extended year basis by:

A. Utilizing designated school facilities to provide activities, classes and programs for all community residents, based upon identified interest, want and need;

B. Increasing cooperation and coordination of effort between the public schools and other community agencies, both public and private, in order that optimum services be provided without unnecessary duplication of effort and funds;

C. Seeking solutions to social problems within the community, such as delinquency, school drop-outs, poverty, human relations, and environmental conditions; and

D. Increasing positive feelings toward the schools, by providing realistic, beneficial and responsive community services.

Strategies To Be Employed In Achieving Objectives

- A community School Director will be employed at each designated Community School to administer the local Community School Program. Prior to employment, each Community School Director will receive appropriate training.
- Activities, classes and programs reflecting community interest, want and need will be identified through the use of community surveys, questionnaires and personal contact.
- The various public and private civic, social and governmental agencies and organizations will be identified and contacted regarding cooperative sharing of facilities, personnel and programming.
- Various activities, classes and programs will be implemented in response to identified community interest, want and need.

V. ADMINISTRATIVE STRUCTURE:

The Community School Program coordination and supervision is assigned to the Division of General Administration of the Cobb County Public School System.

An Administrative Assistant to the Superintendent of Cobb County Public Schools, directly responsible to the Division of General Administration, coordinates and administers the implementation of the comprehensive county-wide Community School Program.

Each Community School Director has immediate administrative responsibility to the school principals where Community School Program activities, classes and programs are scheduled.

The people who are employed to teach Community School Program classes and activities or to direct various program functions shall be administratively responsible to the Community School Director.

VI. PERSONNEL:

The key personnel in the Cobb County Community School Program are the directors. The Community School Directors are based in the Middle Schools. Areas of responsibility include all of the schools—elementary, middle and secondary—and the surrounding community.

The primary function of the Community School Director is to provide leadership in the development, implementation and evaluation of a comprehensive Community School Program in the local school service area with the Recreation Department and other agencies to plan effective and meaningful programs and activities to meet the needs of our community.

The Community School Director occupies a dual staff position under assignment to the local school principal as a member of the local school administrative team and to the Director of the Community Education Program.

VII. FUNDING:

From 1970 through July of 1973, the Community School Program was funded almost in its entirety by the McEachern Trust Fund with matching payments in some areas with the Cobb County Board of Education. From 1973 through the present time, the Community School Program has been funded on a cooperative basis through the Cobb County School System and the Cobb County Commission. At the present time, funding arrangements include the Cobb County Commission paying for 70 percent of the expenditures of the Community School Program exclusive of equipment, maintenance and utilities.

In essence then, when all costs of the program are calculated, the Cobb County Commission funds approximately 50 percent of the program and the school system funds approximately 50 percent of the program.

Public funds from the school system and county commission are provided to fund the salaries of personnel and the maintenance of the office and public information operations of the program. Class activity fees are charged to participants who actually take part in the program. This private/public funding mechanism provides that the opportunity for all county residents to participate in Community School Programs is equally charged to all county residents since that service is open to all county residents on an equal basis with specific recipients of the services paying for those services they actually consume.

VIII. FACILITIES:

The Cobb County Community School Program now has twelve centers located throughout the county. The Community School Program extends to thirteen centers with the opening of a new middle school scheduled for Fall 1979.

All of the schools in the Tapp Cluster Area are utilized jointly and cooperatively by the Tapp Community School Program, the West Cobb Parks and Recreation Program as well as other agencies and groups from the community. Tapp Middle School is located on ten acres of land adjacent to a beautiful 70-acre Cobb County Park. This school park site was a first for Cobb County in that it was the first joint or combined effort by the Cobb County Board of Education and the Cobb County Commissioners. Tapp Middle School houses a gymnasium, a theater with a seating capacity of 360, large areas suitable for meetings and banquets, a unified arts area (shop, art, business, home economics), well-equipped Media Center, a dark room for photography, and large class areas. (Tapp has five acres of floor space.) The school facilities through the Tapp Cluster area are used by Parks and Recreation for meetings, classes, basketball, volleyball and special events.

McEachern High School has two gymnasiums, a well-equipped shop area, a well-equipped business education area and a recreation hall which we utilize on a regular basis. Other areas of McEachern can be scheduled and used as needed.

Hollydale, Compton and Powder Springs Elementary Schools are available for classes, meetings, banquets and other activities. Powder Springs Elementary School also has a gym which is utilized on a regular basis.

Most of the activities except for high school athletic practices and games housed in the school facilities in the community are scheduled through the Community School Director. The school facilities are open as needed seven days a week. The schools are available for use throughout the week and on Saturdays until 10 o'clock, 11 o'clock and on occasion until midnight. On Sunday, the school facilities are available for use from 1 o'clock until 6 o'clock.

Wildhorse Creek Park is used during the school year by the physical education classes at Tapp Middle School and by many of the teams, i.e., baseball, soccer and tennis teams from McEachern High School. The park being adjacent to the school provides the perfect place for school field days and other recreational activities such as intramurals during the Fall and Spring.

IX. COMMUNITY INVOLVEMENT:

Participation in the Community School Program has grown from approximately 3,000 individuals being served in the McEachern community to more than 10,000 Cobb Countians participating in the program during the last year. More than 70 community-based agencies or organizations were involved in the cooperative program and planning of the wide range of Community School Program classes, activities and special events.

X. UNIQUE COMPONENTS:

Through a coordinated effort resulting from planning and working together, both the school and the Recreation Department benefit. The sharing of facilities allows us to provide many services and activities to our community without wasteful and unnecessary duplication of effort. Through cooperation among the agencies, the community will benefit.

EMPHASIS: STATE LEVEL INVOLVEMENT– CALIFORNIA

Committee for Recreation/Education Cooperation

I. NAME AND ADDRESS OF AGENCY:

California Park and Recreation Society
1400 K Street
Sacramento, California 95814
(916) 441-0254
Carol Iddins, Project Coordinator, Committee for Recreation/Education Cooperation

II. DATE PROJECT WAS INITIATED:

May 1978.

III. AGENCIES AND ORGANIZATIONS INVOLVED:

The project is co-sponsored by the California State Department of Education, the California State Department of Parks and Recreation, and the California Park and Recreation Society. Other members represent the California Community Colleges Community Services Association, the California Community Education Association and the California Community Education Support Team from the County Offices of Education. In addition, there are representatives of local recreation and education agencies.

IV. PROJECT GOALS AND OBJECTIVES:

The main objective of the Committee for Recreation/Education Cooperation is to develop a model for interagency cooperation which can be tested in local communities. In order to accomplish this cooperation, subcommittees have been appointed to direct the various research phases which correspond to eight identified model components. Each of these components is capable of standing alone as guides for specific cooperative phases, but together these components outline a process which should be followed in forming cooperative ventures. These are:

A. Formation of statements of philosophical support for cooperation and approval for joint policy statements.

B. Development of mechanisms for the implementation of communications and information channels.

C. Outline the processes for community involvement.

D. Development of a process for cooperatively analyzing data on community needs and interests in recreation/education programs.

E. Development of methods for expanding knowledge of potential resources for cooperative programs.

F. Development of an analysis of the financial implications of cooperation.

G. Development of formalized agency agreements at the local level.

H. Compilation of evaluation categories for cooperative efforts.

V. ADMINISTRATIVE STRUCTURE:

Composed almost exclusively of the administrators of California State Department of Education, the California State Department of Parks and Recreation and the California Park and Recreation Society.

VI. **FACILITIES:**

The committee has received a legal opinion on the use of school facilities by public agencies, which basically states that boards of education may not charge for the use of facilities.

EMPHASIS: STATE LEVEL INVOLVEMENT— IOWA

Iowa Department of Public Instruction Survey

I. **NAME AND ADDRESS OF AGENCY:**

State of Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3290

The Department of Public Instruction (DPI) and the Iowa Parks and Recreation Association's (IPRA) Committee on Community Education jointly sponsored a project designed to survey the knowledge and understanding about community education by the parks and recreation professionals within Iowa. It was the intent of this project to collect data in order to effectively plan for the future of both of the aforementioned agencies.

The survey was developed by the Department of Public Instruction and funded by the Iowa Parks and Recreation Association. The data and the survey instruments were tabulated by the Department of Public Instruction, utilizing an undergraduate intern, Lorrie Ward, in parks and recreation with a special interest in community education.

The survey was sent to 189 parks and recreation professionals, educators and conservation personnel. From the total number of surveys distributed to the association's memberships, 89 surveys were returned, which reflects approximately a 47 percent mail-back return.

From the initial results thus far collected, the survey indicates the following:

- the parks professional has been in his/her present position less than five years;
- the professional has been in the field of recreation for less than ten years;
- the professional does not hold membership in National Community Education Association (NCEA);
- two-thirds of the professionals are aware of the Community Education concept;
- 98 percent of the professionals favor cooperative local programs between recreation, leisure services, community education, adult education and continuing education;
- 82.1 percent of the professionals are offering or jointly sponsoring program activities in cooperation with a local school district. Of the 82.1 percent, 63.1 percent indicated their working relationships were informal agreements, while 39.9 percent of the professionals indicated their current working relationship was a formal written agreement; and,
- 94 percent of the parks and recreation professionals indicated they would be interested in developing a better relationship with the local school district.

The survey's results will ultimately be used to plan two statewide training workshops for the parks and recreation professionals in Iowa.

The first workshop, tentatively planned for the spring of 1979 will involve only parks and recreation professionals and will concern itself with exploring the concept of community education. This workshop will be statewide and held in conjunction with the IPRA state conference.

The second workshop is planned for fall or winter of 1979 and will attempt to bring parks and recreation professionals and state school administrators together. The tentative theme for this workshop is "Developing Better School-Park Relationships."

EMPHASIS: STATE LEVEL INVOLVEMENT— MARYLAND

The Maryland School-Community Center Program

I. **NAME AND ADDRESS OF AGENCY:**

Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240
(301) 796-8300
Anne F. Mychalus, Community Education Specialist

II. **DATE PROJECT WAS INITIATED:**

Project given final stamp of approval in the Governor's 1970 State-of-the-State Message (funded by the General Assembly).

III. **AGENCIES AND ORGANIZATIONS INVOLVED:**

Local Education Agencies and Departments of Parks and Recreation in 24 jurisdictions of Maryland.

IV. PROJECT GOALS AND OBJECTIVES:

To provide supplemental education and recreational activities for youth while utilizing public school facilities after school, weekends and holidays.

V. ADMINISTRATIVE STRUCTURE:

A. Maryland State Department of Education, Division of Instruction, administers grants to local jurisdictions.

B. Local departments of education and parks and recreation, submit cooperatively developed proposals annually.

C. State Advisory Committee is broadly representative (by geography and by agency/citizen representatives–four each for recreation, education and citizen interests–youth, senior citizens, libraries, Cooperative Extension Service, community college, University of Maryland Center for Community Education, PTA, MRPA).

D. Local SCCP coordinators administer SCCP grants through a variety of cooperative agreements (some administered by recreation, others administered by education, and some are administered jointly).

VI. PERSONNEL:

One state level SCCP specialist (Anne F. Mychalus); 47 local SCCP coordinators.

VII. FUNDING:

For fiscal year 1979, $1,235,000 is distributed to local jurisdictions according to a formula based on school population.

VIII. FACILITIES:

Over 600 School-Community Centers throughout the state.

IX. COMMUNITY INVOLVEMENT:

Advisory committees at district and local levels involve citizens, youth and representatives of other agencies serving youth.

X. UNIQUE COMPONENTS:

The beginning of Parks and Recreation Departments in several counties can be directly attributed to SCCP funding. Only one county lacks a Parks and Recreation Department.

Special funds have supported a number of outstanding model programs aimed at disruptive youth, drop-outs and those less skilled. Examples are as follows:

Project Outreach in Queen Anne's County–Alternative education program for drop-outs run by the Parks and Recreation Department with complete cooperation of public schools.

High Adventure Wilderness Project–Carroll County Parks and Recreation cooperative effort among schools, juvenile justice, and parks and recreation to teach "disruptive youth" survival skills toward developing teamwork and self-esteem.

New Games Tournaments–Run by Talbot County Parks and Recreation. Thirteen local tournaments to encourage family fun through creative gaming. First offenders were used as leaders.

EMPHASIS: STATE LEVEL INVOLVEMENT–PENNSYLVANIA

Interagency Cooperative Project

I. NAME AND ADDRESS OF AGENCIES:

Jack G. Sittman, Chief
Community Education Section
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

George W. Cubbler, Chief
Recreation Services
Harrisburg-Central Regional Office
Pennsylvania Department of Community Affairs
1201 North Front Street
Harrisburg, Pennsylvania 17110

II. DATE PROJECT WAS INITIATED:

Papers putting the project into action were signed on July 1, 1976.

III. AGENCIES AND ORGANIZATIONS INVOLVED:

The Pennsylvania Department of Education and the Department of Community Affairs have been working with five pilot programs to demonstrate the cooperation at the local level since May 1, 1978. These five pilot programs include the following communities: Marple Newton, Upper Draby, Manheim Township, Titusville, Greenville.

IV. PROJECT GOALS AND OBJECTIVES:

The goals of this project were to demonstrate the implementation of coordination between the two local taxing bodies–the school board and the local government–in the following areas: site acquisition and development; joint use of facilities; conversion of facilities; program coordination; and joint "Leisure Service Boards" for administration.

V. ADMINISTRATIVE STRUCTURE:

The local community branches have coalesced to form a Leisure Service Board, with representation of and financial support from both taxing bodies.

VI. PERSONNEL:

Leadership from both the recreation department and school district participated in this project. In all of the pilot programs, the recreation director served as the coordinator.

VII. FUNDING:

The Departments of Education and Community Affairs have put small amounts of seed money into these pilot programs, which are also being funded jointly by local government and the local school board.

VIII. FACILITIES:

The facilities of both the local government and the school board are being utilized in these programs. In most cases the leisure service coordinator has first option in the utilization of school facilities after the regular day school program.

IX. COMMUNITY INVOLVEMENT:

Community involvement in these pilot programs comes via the Leisure Service Board and the identification of the program/activity needs of the community.

X. UNIQUE COMPONENTS:

The combined effort of the community and its agencies coordinate component areas of education, recreation, culture, health, and social services in order to provide well-rounded community education.

INTERAGENCY COOPERATION "BRIEFS"

BRIEF NO. 1: ADULT EDUCATION

California State University, Dominquez Hills
1000 East Victoria Street
Carson, California 90747
(213) 515-3347
Dr. W. F. Murison, Director, L.A.B.E.L.

LOS ANGELES BASIN EDUCATIONAL LIAISON (L.A.B.E.L.)

The Los Angeles Basin Educational Liaison is a regional Continuing Education consortium involving six universities of the California State University and College system in the Los Angeles area. The six branches are: C.S.U. Long Beach, C.S.U. Los Angeles, C.S.U. Northridge and C.S.U. Pomona.

Combined services enroll over 50,000 persons annually. Formed in 1976, LABEL has provided a means for increased education on a regional basis, a means for the exchange of procedural and programmatic information and a mechanism for securing additional support for an area-wide approach to community service.

Funding for the project comes from the Deans of Continuing Education at member institutions and from the Continuing Education Revenue Fund in the Chancellor's Office. The Deans and a representative from the Chancellor's Office constitute the Board of Directors. A full-time director and a part-time assistant located at C.S.U. Dominquez Hills make up the present staff.

BRIEF NO. 2: COMMUNITY EDUCATION

Community Education
Juneau School District
Juneau, Alaska 99824
Blake Kazama, Director of Community Education

THE TRIAD ORGANIZATION

The "Triad Organization" was formed during the Fall of 1977 to combine selected services offered by community schools, parks and recreation, the community college and the university in the City and Borough of Juneau. The aims of the organization are: (1) to better enable the public to decide the kinds of educational, recreational and cultural programs needed; (2) to improve the quality of programs, and (3) to match community resources to community needs.

Evidences of success are many, including a joint publication—a brochure that lists the prospective activities that will be offered by: the City and Borough of Juneau, Parks and Recreation Department, Juneau-Douglas Community College and the University of Alaska at Juneau. The brochure is perhaps the "tip of the iceburg" in comparison to the weekly meetings of the Triad, where many mutual interests and concerns are discussed.

Other activities of Triad include joint proposals for funding, joint planning and hosting a statewide community education conference, and the consideration of a joint agreement for Triad member organizations.

BRIEF NO. 3: COMMUNITY EDUCATION

School District Number Twenty-Five
Education Center
3115 Pole Line Road
P.O. Box 1390
Pocatello, Idaho 93201
(208) 232-3563, Extension 257
Phil Burkhart, Community Education Coordinator

COMMUNITY EDUCATION PROGRAM

The Community Education Program of School District 25 was formed to create a more responsive link between school and community. It was determined that teachers and

administrators should be more keenly aware of the community and the community's resources; that the schools should provide added opportunities for continued education; and that district buildings and facilities should be used to their fullest advantage.

The School District 25 Community Education Program was initially funded by a Title III ESEA grant which provided initially operational funds for two years. After this two-year grant expired, the district became totally responsible for funding the project. However, in 1976 the school district entered into a cooperative agreement with the City of Pocatello Recreation Department, and the funding now comes from three main sources: a basic general fund budget of $6,000 from the district, $6,000 from the City of Pocatello and a balance derived from participant fees.

Agency funding makes up 33-38 percent of the program, while fees provide 67-72 percent. The average cost of a year's program is $35,500, with medium participation between 2,500-3,000 annually. Anyone between the ages of six and 106 is encouraged to take part in the program. Senior citizens, those over 65 years of age, receive half-price fees.

Seven school centers are used—two high schools, one junior high school and four elementary schools. The Community Education Program conducts 60-70 courses, operating between the hours of 7:00 and 9:00 p.m., four evenings each week.

Activities in the program are divided into five categories: recreation, noncredit enrichment courses, vocational, arts and crafts, home crafts and self-improvement classes.

There are also programs jointly sponsored with the City Recreation Department. These include: weekend "drop-in" centers, boys and girls basketball leagues, a learn-to-ski program, and summer gymnastics.

The weekend drop-in centers are popular and unique. Two gymnasiums are open every Saturday and Sunday in order to provide free playing time for participants of any age. Nearly 4,000 take part annually in this program. The city provides the supervisor and the district furnishes the facility and custodian.

The learn-to-ski program is also very popular. The city provides instruction for beginners and intermediate level skiers at two nearby ski resorts. The district supplies transportation to and from the ski mountains.

BRIEF NO. 4: COMMUNITY EDUCATION

Jefferson County Public Schools
3442 Preston Highway
Louisville, Kentucky 40213
(502) 361-1364
Jeannie Heatherly, Program Director, Community Education

COMMUNITY EDUCATION PROJECT

Louisville/Jefferson County is currently involved in its initial attempt to incorporate a comprehensive, city-county community education program. The funding source, Jefferson County Fiscal Court, has allocated approximately $210,000 to the Jefferson County Board of Education and approximately $70,000 to Metropolitan Parks and Recreation Department, with the intention of opening eight community education centers. These community education centers are located in middle schools in the consolidated city and county school system. The project is being administered through the Jefferson County Board of Education.

The project employs a program director, a coordinator and an assistant coordinator. The Metropolitan Parks and Recreation Department also uses some of its staff for each center.

The project is administered by the Adult and Continuing Education Unit, Division of Optional Schools/Programs, Department of Instruction, Jefferson County Board of Education.

Project goals are as follows:

1. To utilize designated school facilities to provide activities, classes and programs for all community residents based upon identified interests, desires and needs.
2. To increase cooperation and coordination of effort between the public schools and other community agencies, both public and private, in order that optimum services are provided without unnecessary duplication of effort and funds.
3. To seek solutions to social problems within the community, such as delinquency, school drop-outs, poverty, human relations and environmental conditions.
4. To strengthen the positive feelings toward the schools by providing realistic, beneficial and responsive community services.

Middle schools were selected for the following reasons:

1. Adult-size furniture.
2. Facilities attractive to many activities, i.e., home economics department, industrial arts department, art department, etc.
3. Fewer after school extracurricular activities than have high schools.
4. Smaller structure than elementary schools and high schools, thereby more easily secured.
5. Geographically located around county.

The Jefferson County Board of Education furnishes the schools and all other necessary in-kind services, such as custodial help and utilities.

Each center will eventually have a community council consisting of "people who represent people." These councils, working within the overall program policies, will help decide the activities and directions for the community education program.

The initiation of this comprehensive community education program coincides with the regionalization of the Jefferson County School System. In an attempt to "get closer to students and community," the district is seriously considering a plan which, if implemented, will divide the region into quadrants with each quadrant headed by a regional superintendent.

BRIEF NO. 5: COMMUNITY AND JUNIOR COLLEGE

North Arkansas Community College
Pioneer Ridge
Harrison, Arkansas 72601
(501) 743-3000
Calvin Burks, Director of Continuing Education
Keith Sheldon, Director of Community Education

COMMUNITY EDUCATION PROGRAM

The project began in June 1976 and included the North Arkansas Community College and the Arkansas Rural Community Education Development Association. The main goal of this program is to lend assistance to any school district or community with an interest in beginning a Community Education Program of their own.

The administration for this Community Education Program consisted mainly of Dr. Bill Baker, President; Dr. Loren Aldrich, Vice-President; and Calvin Burks, Director of Continuing Education. A Community Education Director, Keith Sheldon, was hired with the initiation of this program. Because of the limited size of the program, the Community Education Director operates on his own with only occasional assistance from the staff of the Arkansas Rural Community Education Development Association when necessary.

In June 1976, North Arkansas Community College was awarded a small Rockefeller grant of $6,000 from the Rural Community Education Development Association in Arkansas. This grant was provided for the purpose of assisting three school districts in the service area of NACC to plan and develop a Community Education Program. In addition to the Rockefeller grant, the association has helped the college and area programs obtain limited grants from Levi Strauss, the Mott Foundation, and the Arkansas Governors Anti-Recession Grant. The college was able to help obtain small grants for the hiring of Community Education Directors for the communities of Mountain Home, Lead Hill, Mammoth Springs and Yellville-Summit. All of these programs began in July 1978 and are progressing well.

The individual communities have responded well to this program. Due to limited funding, most of the Community Education Programs could not exist without involvement and enthusiasm from each community. Community involvement comes most directly in the form of volunteers. A prime example is Lead Hill, which must rely on volunteers, with a budget of under $200. Although the total population of Lead Hill is only 360 people, they manage to serve over 400 people in their Community Education Program.

BRIEF NO. 6: COMMUNITY AND JUNIOR COLLEGE

Community Education and Services
Kishwaukee College
Malta, Illinois 60150
T. Jan Wiseman

PROJECT CALL

A unique community education project in Illinois is showing that rural communities can recover some of the sense of community that had long been associated with the rural areas until recent years.

In January 1977, Kishwaukee College of Malta, Illinois, started the process-oriented Project CALL (Communities Alive for Living and Learning) with the assistance of the Institute for Community Education Development and the Illinois Community College Board. The community college is about 60 miles west of Chicago and in the middle of a rural agricultural area.

The college's predominantly rural area means that many of the social agencies cannot serve the area as well as in an urban-based district. As a result, many of the elderly of the area are isolated, lonely and in need of assistance. Many of the young do not have sources for informal educational activities. Young and middle-aged adults do not generally have a focal point through which to help the community and its people in meeting and solving problems.

In addition, life in these rural areas is changing and several things are happening including farm consolidation and a population decline with urban sprawl on the horizon.

Within a rural college district which covers about 800 square miles and includes nearly 80,000 persons, three communities were selected as pilot project areas. Within these areas, several other organizations and agencies, including school districts, park districts, community action groups and civic organizations, and cooperative extension units have been heavily involved in Project CALL.

The long-range "people" goals of the project include more communication among all community residents, stronger bridges over generations, increased participation in education of all types for all ages, knowledge and use of all available resources both locally and county-wide, improved services to rural areas, and an improved sense of community through the development of individual control over educational needs.

The project's short-range goals include the creation of functioning community councils to assess community needs and desires in community education for all ages; locating and developing community and agency resources, attitudes, and financing capabilities to serve the area needs; engaging strong community support in terms of facility sharing; training volunteers to aid in the development of community education; and developing permanent resources and activity centers in each local area.

The project's process-orientation makes results seem to come more slowly, but the aim is to teach each community to deal with its own problems. In the two years of operation, the following has been accomplished:

- each community has a functioning community council that meets monthly or more often,
- three community leadership training workshops have been held,
- there has been a new sharing of facilities in each community,
- programs have been implemented by each council, based on a local needs assessment effort, and
- each community has experienced an increased willingness for volunteers to teach to implement programs.

The impact of the project is not measured in programs, but rather in the community-renewing processes that have been started in each community by the local residents and in the linkages developed among the community agencies and other resources. Project CALL has opened community problem-solving at a critical time of change. It has also indicated that community development cannot be only a one-shot program, but that the continuing central support and leadership of the college is essential.

Structurally, the project is administered by the community college through the Office of the Dean of Community Education and Services which employs the director of the project and provides support services. The director's main office is at the college, but other offices are located in each community.

Funding originally came from the Institute of Community Education and Development with matching salary funds from the community college.

BRIEF NO. 7: PARKS AND RECREATION

Queen Anne's County Recreation and Parks
Box 37
Centreville, Maryland 21617
(301) 758-0835
Jackie Wirth, Program Coordinator

KENT ISLAND COMMUNITY EDUCATION PROJECT

The Kent Island Community Education Project was started November 1, 1978. In addition to the Queen Anne's County Board of Education, Chesapeake Community College, Queen Anne's County Project Outreach, Queen Anne's County Extension Service, Queen Anne's County Chapter of Red Cross, the Y.M.C.A., and all county school P.T.A.'s participated in the program.

The program attempted to provide for the community continuous after-school educational, recreational, and vocational activities for youth and adults.

All funding for the project will be handled by the Recreation and Parks Board, until the Board of Directors reaches incorporation.

Meetings were held with community members to assess their perceptions of needs as a community. A five-page survey was developed and distributed throughout the Kent Island community. Results of that survey confirmed the needs were similar to those being voiced at the meetings. The Kent Island Community Education Project was developed to meet these educational, recreational, and vocational needs of the community.

As a result of the community survey and additional community input, the local education agency decided to participate with the Maryland State Department of Education, Recreation and Parks Department, and Chesapeake Community College to develop a proposal for this self-directed community program. This was the first time a partnership with state and local education agencies had been attempted.

APPENDICES

APPENDIX 1

OFFICIAL ROSTER
1979 NJCSC STAFF AND REPRESENTATIVES

AEA/USA **Adult Education Association/USA**

Representative: Roger Hiemstra
Adult and Extension Education
229 Curtis Hall
Iowa State University
Ames, IA 50011

Staff: Linda Hartsock
Executive Director, AEA/USA
810 - 18th Street, N.W.
Washington, DC 20036

AALR **American Association for Leisure and Recreation**

Representative: Diana R. Dunn
Head, Department of Physical Education
University of Arizona
Tucson, AZ 85721

Representative: Richard Kirchner, Chairman
Department of Recreation and Park Administration
Central Michigan University
Mt. Pleasant, MI 48859

Representative: Joel Meier
School of Forestry
412 Science Complex
University of Montana
Missoula, MT 59812

Staff: Liane Summerfield, AAHPER/AALR
1201 - 16th Street, N.W.
Washington, DC 20036

AACJC **American Association of Community and Junior Colleges**

Representative: George B. Vaughan, President
Piedmont Virginia Community College
Route 6, Box 1A
Charlottesville, VA 22901

Representative: Larry Warford, Assistant to the Dean
Lane Community College
4000 East 30th Avenue
Eugene, OR 97405

Staff: Suzanne Fletcher, Director
AACJC Community Education Center
American Association of Community and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, DC 20036

NAPCAE **National Association for Public Continuing and Adult Education**

Representative: Thomas F. Damon
Director, Adult Education
Palo Alto United School District
50 Embarcadero Road
Palo Alto, CA 94301

Staff: James Dorland
Executive Director, NAPCAE
1201 - 16th Street, N.W., Suite 429
Washington, DC 20036

NCEA **National Community Education Association**

Representative: Pat Doyle, Assistant to the Dean
School of Continuing Education
Central Michigan University
Mt. Pleasant, MI 48859

Representative: Larry Horyna, Director
Northwest Community Education Development Center
University of Oregon
1724 Moss Street
Eugene, OR 97403

Representative: Mr. Joe Herrity
Community Education Consultant
Department of Public Instruction
Grimes State Office Building
East 14th Street and Grant Avenue
Des Moines, IA 50319

Staff: Paul Tremper, Executive Director
National Community Education Association
1030 - 15th Street, N.W., Suite 536
Washington, DC 20005

NRPA **National Recreation and Park Association**

Representative: Donald Buchanan, Dean
School of HPER
Mankato State University
Mankato, MN 56001

Representative: Constance R. McAdam, Chief
Recreation Division
Dept. of Human and Community Resources
300 North Park Drive
Arlington, VA 22203

Staff: Thad Studstill, Deputy Executive Director
National Recreation and Park Association
1601 North Kent Street
Arlington, VA 22209

NJCSC
Staff Liaison: Kent J. Blumenthal, Research Assistant
National Recreation and Park Association
1601 North Kent Street
Arlington, VA 22209

APPENDIX 2
ASSOCIATION NATIONAL CONVENTIONS, DATES AND LOCATIONS

ADULT EDUCATION ASSOCIATION/USA
and
NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION

1980	St. Louis, Missouri	November 3-7
1981	Anaheim, California	October 28-November 1
1982	San Antonio, Texas	November 12-16

AMERICAN ASSOCIATION FOR LEISURE AND RECREATION

1980	Detroit, Michigan	April 10-15
1981	Washington, D.C.	March 26-31

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

1980	San Francisco, California	March 30-April 2
1981	Washington, D.C.	April 19-22
1982	St. Louis, Missouri	April 4-7

NATIONAL COMMUNITY EDUCATION ASSOCIATION

1980	Denver, Colorado	December 2-5
1981	New Orleans, Louisiana	(To Be Announced)

NATIONAL RECREATION AND PARK ASSOCIATION

1980	Phoenix, Arizona	October 19-23
1981	Minneapolis, Minnesota	October 25-29
1982	Louisville, Kentucky	October 24-28

APPENDIX 3
NJCSC JOINT EXHIBIT

During the 1978 project year, the National Joint Continuing Steering Committee on Community Education developed a table top exhibit for display purposes at national, state and local conferences.

When assembled, the exhibit measures approximately 3 feet in height by 6 feet in length. It is packaged in its own carrying case, measuring approximately 3' x 3½' x 4", which contains assembly instructions and materials. The exhibit was developed by Larry Stein of Medigraphics, Inc., of Mount Holly, New Jersey.

The NJCSC Joint Exhibit is available on a reservation, first come, first served basis for any local, state or national conference. All costs incurred for the shipping and delivery of the exhibit must be assumed by the individual or agency making the request.

For further information, please contact the National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209. Telephone: (703) 525-0606.

National Joint Continuing Steering Committee on Community Education

National Recreation and Park Association
NJCSC Project Coordinator
1601 N. Kent Street
Arlington, VA 22209

American Association of Community and Junior Colleges
One Dupont Circle, N.W.
Suite 410
Washington, DC 20036
(202) 293-7050

American Association for Leisure and Recreation
1201 - 16th Street, N.W.
Washington, DC 20036
(202) 833-4395

Adult Education Association/USA
810 - 18th Street, N.W.
Washington, DC 20036
(202) 347-9574

National Association of Public and Continuing Adult Education
1201 - 16th Street, N.W.
Suite 429
Washington, DC 20036
(202) 833-5487

National Community Education Association
1030 - 15th Street, N.W.
Suite 536
Washington, DC 20005
(202) 466-3530

National Recreation and Park Association
1601 N. Kent Street
Arlington, VA 22209
(703) 525-0606

December 26, 1978

MEMORANDUM

TO: PERSONS INVOLVED IN COMMUNITY EDUCATION INTERAGENCY PROJECTS

FROM: Kent J. Blumenthal, NJCSC Research Assistant

RE: Identification of Local and State Level Exemplary Models of Interagency Cooperative Projects

The National Joint Continuing Steering Committee on Community Education is developing a publication which should be available for distribution in March 1979.

A portion of this publication will identify exemplary models of interagency cooperative projects, each representing the varied areas of interest of the NJCSC, including adult education, community education, community and junior colleges, and parks and recreation.

Should you be involved with or know of any such exemplary projects, please share them with us so that we may share them with others through this publication.

Project descriptions should be brief (limited to between 500 and 750 words), and address the following:

1. Name and address of the agency, institution, or organization whose project is being described;
2. Date that the project was initiated;
3. Agencies and organizations involved with the project;
4. Project goals and objectives;
5. Administrative structure;
6. Personnel;
7. Funding;
8. Facilities;
9. Community Involvement
10. Other unique components;

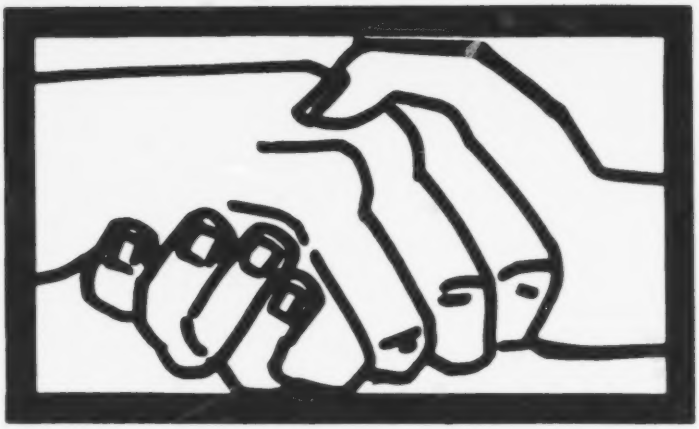
Representatives of the NJCSC will review the project summaries that are submitted, and hopefully, we will be able to include all of the models in the publication.

All materials and information concerning the summaries should be sent to Kent J. Blumenthal at NRPA by Friday, February 2. Please feel free to call me should you have any questions.

Thank you for your assistance in this cooperative project, and best wishes for the New Year.

APPENDIX 5

National Joint Continuing Steering Committee on Community Education



THE ULTIMATE—TO SERVE

State Information Survey Form 1978

NATIONAL RECREATION AND PARK ASSOCIATION
NJCSC Project Coordinator
1601 North Kent Street
Arlington, Virginia 22209

NATIONAL JOINT CONTINUING STEERING COMMITTEE

STATE INFORMATION SURVEY FORM

The National Joint Continuing Steering Committee on Community Schools and Community Education is comprised of representatives from the following national associations:

a. National Community Education Association (NCEA)

b. National Recreation and Park Association (NRPA)

c. American Association for Leisure and Recreation (AALR)

d. American Association of Community and Junior Colleges (AACJC)

e. Adult Education Association of USA (AEA/USA)

f. National Association for Public and Continuing Adult Education (NAPCAE)

This questionnaire has been designed by the National Joint Continuing Steering Committee which is comprised of the cooperative efforts from six national associations. Most of the questions apply to the activities and project goals of the National Committee. It is the purpose of the National Committee to assess key individuals/associations on their cooperative and coordinated activities at the state and local level. This survey will provide the necessary information to establish a sense of direction for the National Joint Continuing Steering Committee.

Directions:

The questionnaire is brief and easy to complete. Please indicate in questions 1, 2, 16, and 17 your responses by a simple check mark (✓) in the appropriate "yes" or "no" blank. If your response is "yes," please specify your answer.

In questions 4 through 15, you will be asked to show national association relationships. Indicate appropriate relationships by using alphabet symbols for designations. Please refer to the example below for clarification.

EXAMPLE:

QUESTION 00:

Does your state have an interagency agreement between any state affiliate of the National Joint Continuing Steering Committee?

__✓__ YES or _____ NO

a) If yes, which agencies have entered into an inter-agency agreement? (A. A= could mean an agreement between NRPA and AALR; B. B= could mean an agreement between NCEA and AEA/USA; C. C= could mean an agreement between Community College and NAPCAE)

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE
B	A	A	C	B	C

It is important that you respond to every item. Your response to completing the survey will serve as a foundation for discussion at the national committee meetings and have a significant impact on future committee activities.

QUESTION 1:

Does your state have a formal, organized interagency committee with any of its counterparts consistent or partially consistent with the present membership of the National Joint Continuing Steering Committee?

_____ YES or _____ NO

QUESTION 2:

If you answered "yes" to question number one, please indicate the agencies which are members of the state committee and the name and address of the contact person for each participating agency:

Agency/Association (please give complete association rather than initials)	***Contact Person*** (name, address, phone number)

QUESTION 3:

Does your state have a formal, organized committee existing at the state level with any of its counterparts consisting or partially consisting of the present membership with the National Joint Continuing Steering Committee?

_____ YES or _____ NO

QUESTION 4:

Is the state committee a voluntary committee or is it a mandated committee from a stage agency with committee representatives selected and serving as appointees from the chief state agency director?

_____ VOLUNTARY or _____ MANDATED

Please indicate the association which participates in this committee:

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 5:

Do joint resolutions exist between any of the state members supporting the interagency concept?

_____ YES or _____ NO

If yes, please indicate which organizations are involved:

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 6:

Has there been planned conference sessions at state or sub-state meetings?

_____ YES or _____ NO

If yes, with whom have these sessions occurred with?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 7:

Have there been planned conference exhibits at state or sub-state meetings incorporating the National Joint Continuing Steering Committee concept?

_____ YES or _____ NO

If yes, which state or sub-state conference have been jointly sponsored?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 8:

Is there any on-going joint legislative efforts at the state level currently taking place?

_____ YES or _____ NO

If yes, which organizations have been involved?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 9:

Do reciprocal exchange membership opportunities exist between professional associations?

_____ YES or _____ NO

If yes, which organizations have these reciprocal arrangements in effect?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 10:

Do reciprocal conference registration opportunities exist between professional associations?

_____ YES or _____ NO

If yes, which organizations provide reciprocal conference registration opportunities?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 11:

Do reciprocal student membership opportunities exist between professional associations?

_____ YES or _____ NO

If yes, please indicate which associations permit reciprocal student memberships:

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 12:

Do any jointly sponsored in-service programs exist among any state affiliates?

_____ YES or _____ NO

If yes, which associations emulate the activities of the National Joint Continuing Steering Committee?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 13:

Have joint publications been developed and issued among the professional associations?

_____ YES or _____ NO

If yes, which associations have developed joint publications?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 14:

Does an exchange of professional articles occur in any state organizations publications?

_____ YES or _____ NO

If yes, which associations are exchanging professional articles?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 15:

Do any of the state organization boards have standing committees representing the vested interests of any other association?

_____ YES or _____ NO

If yes, which associations do have standing committees?

NCEA	NRPA	AALR	Community and Junior Colleges	AEA/USA	NAPCAE

QUESTION 16:

Are there any other examples of interagency cooperation or joint sponsorship in existence which have not been identified?

_____ YES or _____ NO

If yes, please outline (as brief as possible) these examples:

_____

_____

_____

_____

QUESTION 17:

Would you like to receive a copy of the results from this survey?

_____ YES or _____ NO

If yes, please print your name and address below:

_____

_____

_____

_____

COMMENTS:

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APPENDIX 6

SELECTED BIBLIOGRAPHY

The listings in the bibliography section provide the most comprehensive review of the literature available within the professions of Adult Education, Community and Junior Colleges, Community Education and Parks and Recreation.

The NJCSC has selected these publications as primary sources of assistance which can provide a better understanding of the philosophies, principles of operation and ways and means of developing cooperative-coordinated services in an effort to facilitate mutual understanding and cooperation.

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, Monograph No. 1 Four Case Studies: Working Partnerships Between Community Colleges and Community Schools, March 1977.

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